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ABSTRACT

Scheduled during International Literacy Year (1990), this international conference attempted to launch a renewed worldwide initiative to meet the basic learning needs of all children, youth, and adults, and to reverse the recent decline in basic education services observed in many countries. The conference's three basic objectives were: (1) to highlight the importance of basic education and renew commitment to making it universally available; (2) to forge a global consensus on a plan for meeting basic learning needs; and (3) to provide a forum for sharing experiences and research results. The conference pursued these objectives through an inaugural session, followed by a plenary commission to discuss two working documents ("World Declaration on Education for All" and "Framework to Meet Basic Learning Needs"), a drafting committee examining proposed amendments, thematic and illustrative roundtables, numerous exhibits, and a closing plenary session that formally adopted the working documents' final texts. In the opening session, all speakers underscored the need to seize new opportunities and advocated massive reduction of military expenditures. Two themes emerged--the urgency of reducing the burden of external debt and the importance of optimizing scarce resources. The plenary commission viewed education as a necessary condition for tackling development problems, improving societies, and maximizing human resource development. Appendices contain the working documents, the framework for action, a follow-up statement, a statement of nongovernmental organization involvement, the conference schedule, a list of conference participants, and other information. (MLH)

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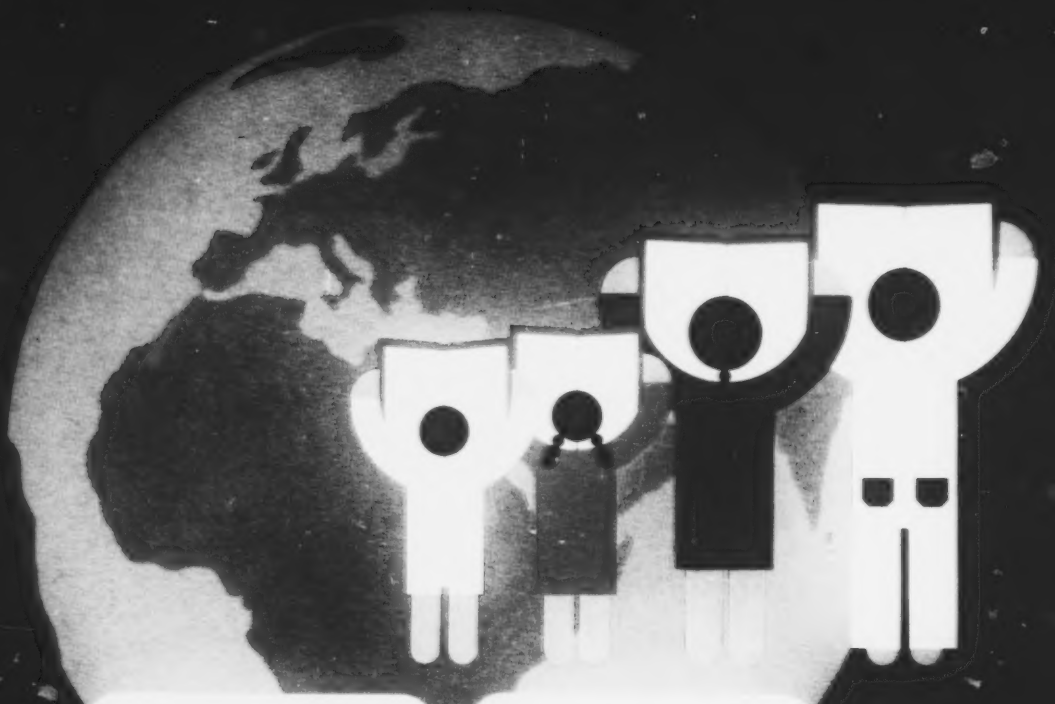

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FINAL REPORT

World Conference on Education for All:

Meeting Basic Learning Needs

EA 022 240

Inter-Agency Commission, WCEFA
(UNDP, UNESCO, UNICEF, World Bank)

5-9 March 1990
Jomtien, Thailand

Sponsors of the World Conference on Education for All

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United Nations Children's Fund (UNICEF)
The World Bank

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Inter-American Development Bank (IDB)

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was prepared by
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Preface

This Final Report of the World Conference on Education for All – Meeting Basic Learning Needs was prepared by the Executive Secretariat of the Inter-Agency Commission established by UNDP, UNICEF and the WORLD BANK. In addition to concise summaries of the main proceedings of the Conference, the report contains the integral texts of the two documents adopted by the Conference: the ***World Declaration on Education for All*** and the ***Framework for Action to Meet Basic Learning Needs***.

These same texts are available together in a booklet in four language editions: Arabic, English, French and Spanish. They are also available in Chinese and Russian. The official background document, entitled ***Meeting Basic Learning Needs: a Vision for the 1990s***, was revised after the Conference and is available also in these four languages. Both documents, as well as an 18 minute video, "Education for All", may be obtained from any of the four WCEFA Liaison Units indicated on the back cover. Annex D gives more details.

Few international conferences have mobilized so many people in such a short time. This achievement would not have been possible without the cooperation and dedicated efforts of hundreds of people in countries and organizations around the world. I wish to express my sincere appreciation and acknowledge their contribution to the Education for All initiative, without which the World Conference could not have taken place in such favorable circumstances. Of course the Government of Thailand deserves very special thanks and recognition for accepting to host this major event, for offering various courtesies to the delegations assembled in Jomtien, and for providing the necessary support, services and facilities, including the lovely conference site.

We who had the privilege to meet in Jomtien to deliberate together now have a heavy responsibility to work to implement the principles and to achieve the goals agreed at the conference. Others who subscribe to these principles and goals are encouraged to join us. The Conference demonstrated that providing basic education for all is an attainable goal and that each of us can make a contribution to this worldwide effort.

On behalf of the Inter-Agency Commission, I wish to invite you, the reader, to join us in accepting this important challenge in the spirit of international co-operation and solidarity. Let us work together, building on the momentum of the World Conference, to achieve education for all children, youth and adults, in all countries of our world.

Wadi D. Haddad
Executive Secretary
Inter-Agency Commission
World Conference on Education for All

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Acronyms Used in the Main Text

ADB	Asian Development Bank
EEC	European Economic Community
EFA	Education for All
ESCAP	Economic and Social Commission for Asia and the Pacific
IAC	Inter-Agency Commission
ILY	International Literacy Year
ITFL	International Task Force for Literacy
OECD	Organization for Economic Cooperation and Development
NGO	Non-Governmental Organization
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WCEFA	World Conference on Education for All
WCOTP	World Confederation of Organizations of the Teaching Profession

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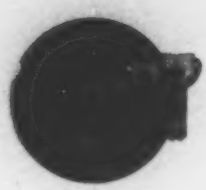

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Education for All: An Overview

THE EFA INITIATIVE

In February 1989, the executive heads of the United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO), and the World Bank agreed to convene jointly and sponsor the *World Conference on Education for All – Meeting Basic Learning Needs* (now widely known by its acronym, **WCEFA**). Scheduled early in International Literacy Year (ILY-1990), the Conference was intended to launch a renewed worldwide initiative to meet the basic learning needs of all children, youth and adults, and to reverse the serious decline in basic education services observed in many countries during recent years.

The four sponsoring agencies established and funded an Inter-Agency Commission (IAC), with an Executive Committee representing the four and a small Executive Secretariat, hosted by UNICEF at its headquarters in New York, to prepare and organize the Conference. The Royal Government of Thailand kindly agreed to host the conference at Jomtien, from 5-9 March 1990. As the initiative became known, eighteen governments and organizations joined in supporting it as *co-sponsors* and *associate sponsors* by contributing financial, material and intellectual support. (See inside front cover.)

In order to mobilize support and to consult with governments, major nongovernmental organizations (NGOs) and other interested parties in countries around the world prior to the Conference, the IAC Executive Secretariat undertook to organize, with the valuable co-operation of the field offices of the four core Sponsors and regional planning task forces, a series of nine regional consultations, as well as a consultation of major funding agencies (see the calendar of these consultations: Box 1.1). The IAC also established an International Steering Group, comprising members nominated by the various sponsors, together with a number of distinguished individuals from each region of the world (see Annex F); this advisory body met once prior to the regional consultations, a second time immediately afterwards, and twice at Jomtien, before and after the Conference.

While each consultation had its own agenda and programme, they all examined the draft text (Draft B) of two working documents, the ***World Declaration on Education for All*** (originally entitled "World Charter . . .") and the ***Framework for Action to Meet Basic Learning Needs***. (The Jakarta Consultation reviewed Draft C). Each consultation formulated

Box 1.1 Calendar of Consultations

12-14 October 1989	First International Steering Group Meeting	Paris
25 October	Consultation of Major Funding Agencies	Paris
30 October - 1 November	Europe Regional Consultation	Strasbourg
6-7 November	North America Regional Consultation	Boston
13-16 November	Arab States Regional Consultation	Amman
21-24 November	Eastern and Southern Africa Regional Consultation	Nairobi
22-24 November	Caribbean Regional Consultation	Kingston
27-30 November	West and Central Africa Regional Consultation	Dakar
28 November - 1 December	Latin America Regional Consultation	Quito
9-11 December	South Asia Regional Consultation	Dhaka
14-15 December	Second International Steering Group Meeting	Nice
15-18 January 1990	Meeting of the Sahelian Countries	Bamako
22-23 January	East Asia and Pacific Regional Consultation	Jakarta
4 March	Third International Steering Group Meeting	Jomtien
10 March	Final International Steering Group Meeting	Jomtien

comments and suggestions for their revision, and the Executive Secretariat met with the rapporteurs to obtain their advice on the perspectives and major concerns of all the regions that needed to be reflected in Draft C, which was then submitted to the World Conference for final examination and adoption. (See Appendices 1 and 2 for the texts of these two complementary documents as adopted by the Conference.)

Furthermore, many countries established national committees or task forces during 1989, often with the active participation of NGOs, to design or update a national strategy to develop basic education and to prepare for the ILY and WCEFA. A large number of international and regional NGOs were also active in the consultation process, commented on the working documents and helped the IAC to raise awareness of the issues involved in the Education for All initiative. This partnership of governmental authorities, intergovernmental agencies, and nongovernmental organizations is a very significant characteristic of the *Education for All initiative*.

Although this initiative was initially focussed on the World Conference, there was unanimous agreement in Jomtien that the initiative must continue far beyond the Conference, until the basic learning needs of all children, youth and adults are effectively met in all countries of the world.

THE CONFERENCE

The World Conference on Education for All had three principal objectives:

1. to highlight the importance and impact of basic education, and renew commitment to make it available to all;
2. to forge a global consensus on a framework for action to meet the basic learning needs of children, youth and adults;
3. to provide a forum for sharing experiences and research results to invigourate ongoing and planned programmes.

The structure of the Conference (see Programme, page 3) was designed to meet these objectives through:

- an Inaugural Session, followed by an Opening Plenary Session;
- a Plenary Commission for general discussion regarding the content of the two working documents (***World Declaration on Education for All*** and ***Framework for Action to Meet Basic Learning Needs***);
- a Drafting Committee which examined proposed amendments to the two working documents and reported its conclusions to the Plenary Commission at its final session;
- two series of autonomous roundtables on major issues concerning education

Programme Structure and Index

Monday 9 00	**Registration**					
10 00	**Inaugural Session**					
11 00	**Opening Plenary Session**					
13 00	**Plenary Commission**	**Session**		**Thematic Roundtables** *The Purpose*		**Illustrative Roundtables** *(Case Studies)*	*(National Plans)*
15 00	**Session I**	1	14 30 16 00	T1 Technology & Education	T2 Education & Development	**I1** **North America**	**I2** **Thailand**
		2	16 30 18 00	T3 Environmental Education	T4 Population Education	**I3** **South Asia**	**I4** **Iraq**
18 00							
Tuesday 10 00	**Session II**	3	9 00 10 30	T5 Health Education	T6 Culture	**I5** **Europe**	**I6** **Korea**
				Expanded Vision			
		4	11 00 12 30	T7 Early Childhood	T8 Language Policy	**I7** **Mali**	**I8** **Sahel**
13 00							
15 00	**Session III**	5	14 30 16 00	T9 Nutrition & Health	T10 Girls' Education	**I9** **Latin America**	**I10** **Ecuador**
		6	16 30 18 00	T11 Primary Education	T12 Distance Education	**I11** **USSR**	**I12** **Caribbean**
18 00							
Wednesday 10 00	**Session IV**	7	9 00 10 30	T13 Participation	T14 Research Networks	**I13** **Nepal/ Afghanistan**	**I14** **Kenya**
				The Requirements			
		8	11 00 12 30	T15 Educational Materials	T16 Community-Based	**I15** **Caribbean**	**I16** **China**
13 00							
15 00	**Session V**	9	14 30 16 00	T17 The Teacher	T18 Assessment	**I17** **Colombia**	**I18** **Zimbabwe**
		10	16 30 18 00	T19 Mobilization	T20 NGOs & Literacy	**I19** **USA**	**I20** **Japan**
18 00							
Thursday	**Drafting Committee**	**Host Country Day**					
Friday 10 00	**Session VI**	11	9 00 10 30	T21 Capacity Building	T22/T24 Finance	**I21** **Morocco**	**I22** **Philippines**
	Report of Drafting Committee						
12 00		12	11 00 12 30	T23 Adult Literacy	Finance (cont.)	**I23** **Nigeria**	**I24** **Jordan**
15 00							
17 00	**Closing Plenary Session**						

for all: (i) 24 *thematic roundtables* dealing with issues which concern many countries, and (ii) 24 *illustrative roundtables* presenting the experiences and plans of particular countries and organizations; (see the list of roundtables in Annex B);

- some 70 exhibits on subjects relevant to the theme of the Conference; (see the list of exhibits in Annex C);
- a host country day, in which participants had the opportunity to visit educational and cultural institutions around Jomtien; and
- a Closing Plenary Session, at which the final text of the ***World Declaration*** and the ***Framework for Action***, as approved by the Plenary Commission, were formally adopted by the Conference; (see the approved texts in Appendices 1 and 2).

Simultaneous interpretation into the six UN languages (Arabic, Chinese, English, French, Russian and Spanish) was provided for the plenary sessions, the Plenary Commission, and the meetings of the Bureau and Drafting Committee. The working documents of the Conference were also available in these languages. The working languages of the roundtables were English and French, with provisions for interpretation from one or more of the other four languages into English and French.

Participation in the Conference was by invitation issued by the Inter-Agency Commission. Member States of the United Nations, UNESCO and the World Bank were invited to send a ministerial-level delegation of three to four persons. A number of intergovernmental bodies and nongovernmental and media organizations and institutes were invited to send one delegate each. In addition to the 900 delegates, the Conference Secretariat registered about 200 observers and accredited some 190 press correspondents; altogether, with Conference staff and programme personnel, over 1500 people from all parts of the world met in Jomtien. (See Box 1.2)

The King of Thailand was represented at the Inaugural Session on Monday morning, 5 March 1990, by H.R.H. Princess Maha Chakri Sirindhorn, who officially opened the Conference, after a formal statement by the Deputy Prime Minister of Thailand, H.E. General Tienchai Sirisumpan. The Executive Secretary of the Conference, Mr. Wadi D. Haddad, then presented the Education for All initiative and the theme film by that title.

Box 1.2 WCEFA Participation at a Glance

155	Delegations from member states of the UN system
33	Delegations from intergovernmental organizations
125	Delegations from nongovernmental organizations & institutes
4	Heads of State
1	Head of Government
3	Deputy Heads of State/Government
90	Ministers of Education
16	Ministers of other government departments
74	Intersectoral delegations

At the Opening Plenary Session held immediately afterwards, a message from the Secretary-General of the United Nations was read by his representative, Mr. S.A.M.S. Kibria, Executive Secretary of ESCAP; and the Director-General of UNESCO, Mr. Federico Mayor, addressed the Conference on behalf of the four core Sponsors of the WCEFA. Three invited heads of state, each from a different region of the world, addressed the Conference: the President of Bangladesh, H.E. Mr. Hussain Muhammad Ershad; the President of Ecuador, H.E. Mr. Rodrigo Borja Cevallos; and the President of Kenya, H.E. Mr. Daniel arap Moi. Chapter 2 provides a summary of the interventions during this plenary session.

The delegates then elected a President, eleven Vice-Presidents, and two Co-Rapporteurs-General; these officers, together with the executive heads of the four core Sponsors and the Executive Secretary of the Conference, constituted the Bureau of the Conference (see list in Annex E) to guide its work to a successful conclusion. The composition of the Bureau reflected the geographical representation of the delegates and included one Vice-President nominated by the nongovernmental organizations present.

The 48 roundtables, scheduled four at a time during twelve 90-minute sessions,

provided opportunities for participants to discuss issues and exchange experiences around a large number of technical topics and specific cases presented by panels of specialists using various audio-visual supports. A summary of the roundtable discussions is given in Chapter 4. The exhibits, many of which also offered audio-visual presentations, provided supplementary information on these and other related topics.

The Plenary Commission sought to build consensus on the central issues involved in the Education for All initiative. It met for six sessions during the Conference, providing a forum for the heads of delegations to speak on these general issues and more specifically about the draft texts of the ***World Declaration*** and the ***Framework for Action***. The Commission also heard major policy statements by the President of the World Bank, Mr. Barber Conable; the Executive Director of UNICEF, Mr. James Grant; and the Administrator of the United Nations Development Programme, Mr. William Draper III. In addition, the President of the Maldives addressed the Commission on 7 March. A synthesis of the interventions made in the Plenary Commission is presented in Chapter 3.

At its first session, the Plenary Commission elected a 26-member Drafting Committee, its membership reflecting the various geographical and organizational constituencies represented at the Conference and including several rapporteurs of the regional consultations (see Annex E). The Co-Rapporteurs-General, the Executive Secretary of the Conference, and a representative of each of the four core Sponsors joined the Drafting Committee as ex-officio members. Under the rotating chairmanship of the Co-Rapporteurs-General, the Drafting Committee received and examined 67 proposed amendments to the texts of the ***World Declaration*** and the ***Framework for Action***. The Drafting Committee reported back to the Commission at its final session, and the Commission approved the texts with the amendments recommended by the Drafting Committee.

These texts subsequently were adopted unanimously by the Conference at the Closing Plenary Session on 9 March 1990. At the invitation of the Acting President of the Conference, H.E. Mr. Josef Hromadka, Deputy Prime Minister of Czechslovakia, the participants affirmed their commitment to the principles and goals of the ***World Declaration*** and the ***Framework for Action*** by reading aloud the final paragraphs of the ***World Declaration***. They also endorsed by acclamation a short statement on "Follow-up to the World Conference on Education for All" (Appendix 3) which had resulted from extensive discussions during the Conference, involving all groups of participants. Calls for action based on the consensus reached at the Conference, were made by three speakers: Dr. Anil Bordia (India), speaking on behalf of the Asia and Pacific countries; H.E. Mr. Alaziamina Nzege (Zaire) speaking on behalf of the African countries; and Ms. Evelyn Kurihara Philbrook, speaking on behalf of the NGOs present. Closing statements were then given by: the Minister of Education of Thailand, H.E. General Mana Ratanakoses; the Director-General of UNESCO; the Executive Director of UNICEF; the Executive Secretary of the Conference; and the Acting President of the Conference. Following the Vote of Thanks, proposed by the Minister of Education of Jamaica, H.E. Senator Hon. Carlyle Dunkley, and a brief musical performance by a Thai dance group based on the WCEFA theme song, the Acting President formally closed the Conference.

I believe that it is time for change. I believe that it is time for us to start working for peace and not for war, for life and not for death, for social development and not for stagnation, for education and not for warlike barbarity.

President Borja
Ecuador

2

Education for All: The Context

Summary of the Opening Session

The overall context of the World Conference was established in the opening session. Presidents Borja of Ecuador, Ershad of Bangladesh and Moi of Kenya reflected in particular Latin American, Asian and African viewpoints. The Deputy Prime Minister of Thailand and HRH Princess Maha Chakri Sirindhorn represented host country perspectives, while Director-General Mayor of UNESCO and Conference Executive Secretary Haddad set the scene on behalf of the sponsoring agencies and the Inter-Agency Commission, respectively.

A UNIQUE OPPORTUNITY

Speakers shared the common perspective of the uniqueness of this gathering, taking place at a critical juncture in world history.

As the Deputy Prime Minister of Thailand stated, the World Conference came at a particularly auspicious time: "the present world climate is conducive to international cooperation in developing the quality of life of its population".

The Executive Secretary described the World Conference as "a unique occasion to influence the future development of education and of our many societies". All speakers underscored the need to seize new opportunities, while all three presidents emphasized the real potential for massive reduction of expenditures for military purposes.

> The World Conference on Education for All provides us a unique opportunity to have an electrifying impact on political will in the world and to mobilize global resources for world-wide universalization of education. Let us not miss this opportunity of the century.
>
> *President Ershad*
> *Bangladesh*

> The warming of relations between East and West, the withdrawal of occupying forces in various parts of the world, and the reduction of the manufacture of arms, are all developments that should release huge amounts of resources for development. We shall surely not be asking for too much when we say some of the resources thus saved should be put to better use of providing education for all.
>
> *President Moi*
> *Kenya*

> The cost of a nuclear submarine would finance the annual educational budget

of 23 developing countries and meet the needs of 160 million school-age children.

President Borja
Ecuador

EXTERNAL DEBT, OPTIMIZATION OF RESOURCES

Two themes which became of major importance in the World Conference debate were highlighted by the opening speakers: the urgency of reducing the burden of external debt, without which developing countries cannot realistically foresee increasing investment in basic education, and the importance of optimizing scarce resources. As stated by the UNESCO Director-General, the "reaffirmation of political will" will have to be measured in re-structuring of international co-operation, as well as of education systems and national budgets.

President Borja, for example, speaking on behalf of Latin America, largely ascribed poor educational conditions to the enormous burden of external debt. The impossibility of repaying debt and at the same time meeting the internal needs for progress, he stated, demand "equitable and fair responses from creditor countries to the problem of . . . external debt".

Optimization of national resources demands flexibility in the provision of education through diverse approaches – "Our National Plan of Action", stated President Ershad, "proposes realistic strategies that mix innovative and unconventional approaches with conventional and traditional ones . . . communication channels, both traditional and modern, will be utilized to the maximum . . . Stress is placed on making optimum use of the resources available".

Education for all needs the contribution to education from all . . . If we combine vision with pragmatism, political will with economic resourcefulness, international solidarity with national commitment, the expertise of educators with the fresh contributions of the media, science and technology, the business community, voluntary organizations and many others – then, and probably only then, the struggle to bring education to all can be won.

F. Mayor
Director-General, UNESCO

BASIC EDUCATION: BROADENING THE CONCEPT

The concept of basic education itself needs to be broadened beyond literacy and numeracy to include a wide range of skills and knowledge for living. HRH Princess Maha Chakri Sirindhorn highlighted:

> . . . the need to meet basic learning needs . . . by emphasizing such topics as occupational development, knowledge of health care, food preparation, child care, . . . nature and the environment.

President Moi expanded upon the theme:

> We must increasingly look towards education to help solve such problems

as unemployment, population growth, declining agricultural production, and the damage being caused to our environment.

VISION, WILL, PARTNERSHIPS

Mr. Federico Mayor, Director-General of UNESCO, speaking on behalf of the four sponsoring agencies, placed the Education for All initiative in the context of the human cost of recent declines in the field of basic education, and emphasized the need for the conference both to renew commitment to, and provide action guidelines for, achieving basic education for all within a foreseeable time-frame.

But while the challenge of Education for All may appear daunting, a mix of vision, political will and new partnerships could well produce the "revolution" required.

> Whether we can eliminate illiteracy within the next ten years will depend on co-operation at every level from the governmental and private sectors, as well as from independent agencies, which must all coordinate their efforts around the world.
>
> *HRH Princess Maha Chakri Sirindhorn*

SELF-RELIANCE

Speakers further emphasized the necessary corollary to co-operation: self-reliance, whether of individuals suffering from inequity, of people at large, or of nation-states:

> When you educate a woman, you educate a nation. We should not, therefore, allow cultural factors, financial constraints, and other factors that militate against the education of women to hinder our efforts to provide quality education to this important segment of the world population.
>
> *President Moi*
> *Kenya*

> People are not mere numbers. When adequately trained and empowered, they are transformed into mighty forces for positive change and progress. Literacy and basic education are the indispensable tools and steps for such empowerment. We in Bangladesh are trying our best to achieve this empowerment.
>
> *President Ershad*
> *Bangladesh*

> The root of all dependencies originates in technological dependence . . . thus we in developing countries have to create our own capacity to generate technologies adequate for our conditions of life, to select technologies and to adapt them to our economic and social infrastructures, all this forming part of our own culture, our own idiosyncracies and our own way of being.
>
> *President Borja*
> *Ecuador*

A FOCUS ON HUMAN DEVELOPMENT

The United Nations Secretary-General's message, presented by the Executive Secretary of ESCAP, emphasized the potential of the Con-

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The theme "Education for All – Meeting Basic Learning Needs" is above all about people, the most valuable resource on our planet.

W. Haddad
Executive Secretary, WCEFA

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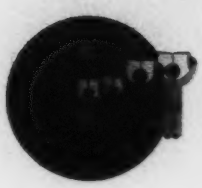
ference for shaping future approaches to basic education and for "devising strategies for bridging the wide gap between proclaimed rights and sombre realities". This statement introduced a theme to be much stressed during the week: the renewal of a world-wide focus on human development.

> The issues of literacy and basic education for all must constitute key elements of . . . a comprehensive approach to address the human dimension of development. This Conference is thus expected to have a substantial impact in shaping the international development strategy that will carry us into the twenty-first century.
>
> *J. Perez de Cuellar*
> *U.N. Secretary-General*

Education does not work in a vacuum or in isolation from other factors that have a bearing on society.

Message of Crown Prince Hassan
Jordan

3



Education for All: The Consensus-Building

Summary of Interventions in the Plenary Commission

The sessions of the Plenary Commission, lasting from the afternoon of 5 March until the morning of 9 March, provided an opportunity for delegations to voice their convictions, concerns and commitments with regard to the Education for All debate leading up to the finalization of the Conference working documents - the ***World Declaration on Education for All*** and the ***Framework for Action to Meet Basic Learning Needs***. This chapter, through the ideas and words of the delegates themselves, examines the issues raised in this, the final week of a year-long, world-wide process of consultation aimed at creating a renewed commitment to Education for All.

CONVICTIONS

Any plan or strategy for action has at its base a conceptual framework, itself usually based on certain intrinsic principles or convictions. During the course of the Conference, as delegates stated the rationale for their views on, and commitment to, Education for All, a set of convictions emerged, forming a common thread linking speakers from around the world.

The belief in a people-centred development process, in which human development is at the core of economic and social development, was one such expression.

Delegates frequently cited the fundamental human right to education, and the importance of equity and quality in basic education. As women and men exercise their right to education, they come to be aware of, and are able to exercise, their other rights; education is the crucible for democracy and liberty, and is as indispensable to national development as it is to individual development.

Education for All must be oriented towards individual liberation from every form of domination and oppression, but it must also socialize the individual to be dynamically involved with others, to assume responsibility. Education for All must be oriented to equality of all, and to participation of all in national development.

> Education can and should be made to implant human values that should manifest themselves in the endeavours of groups and individuals, and in the struggle to improve the quality of life.
>
> *Message of Crown Prince Hassan*
> *Jordan*

Equality considerations are important in any strategy which aims to lead to Education for All. The process of lifelong learning is one of the most important means by which democratic norms, values and structures can take shape and re-shape society.

Delegates stressed the empowering role of education for people and countries, but a note of caution was introduced by one delegate when participants were reminded that, too often:

> the school system itself serves as a selection mechanism which helps to reproduce disparities and inequalities in society.

From this perspective, Article 3 of the ***World Declaration*** – "Universalizing access and promoting equity" – is at the heart of Education for All. Affirmative action to enable women and girls to meet their basic learning needs is a top priority; literacy and further education are powerful tools for the advancement of women. Education for All also means ensuring particular attention to the underserved – the poor, the marginalized, the handicapped.

tion of authority and responsibility for the administration of basic education to the community, can often be more productive than a centralized approach.

From whatever perspective, the value of investment in quality basic education was unquestioned. In economists' terms,

> investment in education produces high rates of return.
>
> *B. Conable*
> *President, World Bank*

Delegates reiterated the need for political commitment to Education for All. Without political will, there can be no achievement.

Ministers of Finance, as well as those working in development Banks, should be pleased to note that education produces substantial value for money. This is reflected both in national accounts and in individual earnings. As people are educated, earnings grow, so do savings, so does investment, and, in turn, so does the well-being of society overall.

B. Conable
President, World Bank

Many delegates viewed basic education as a necessary condition for tackling development problems, a decisive factor for improving societies, the essential foundation for human resource development. However, delegates were cautioned against viewing education as a panacea for all ills; education is rooted in, and inseparable from, its social, cultural and economic context. Education for All cannot be addressed in isolation, but as part of a wider effort to achieve equitable development.

An essential element of that equitable process is the recognition of diversity of approaches to basic education, in particular, the adaptation to local requirements. This is to acknowledge that decentralization, devolu-

Success depends on political solutions for complex education and resource problems.

A co-operative spirit is essential to this process. Each country must make a national commitment to Education for All, and each may take a different route. But within each country, goals will only be attained through co-operative endeavour between many partners in and outside government.

Beyond national boundaries, the Education for All initiative will need to build on interstate collaboration, emerging networks and models of c-ooperation within regions, and, above all, on an invigourated spirit of international solidarity. One delegate spoke for many:

> Firm national commitment and international solidarity. These are the concepts that synthesize the efforts that we propose to undertake.

Finally, the call to literacy also has a scriptural basis:

> The first revealed word in the *Holy Qu'ran* is "Read".
>
> *Prof. A. Boutaleb*
> *Director-General, ISESCO*

CONCERNS

MAKING A DIFFERENCE

Delegates were concerned that the World Conference make a difference. While the goal of Education for All may not be new, the hope was expressed that henceforth, the determination to achieve the goal will be better shared by all. The Conference should focus on finding viable solutions and new alternatives which would make possible education for all. It should focus also on resource mobilization for education, rather than on situation-specific technical aspects.

"Business as usual" is unacceptable; a new conceptual framework is outlined, one which, according to one delegate:

> . . . entails the formation of a grand alliance in which all sectors participate, with equal responsibility, in the educative task. A new model is required which is innovative, adaptable, close to the realities of community life, and decentralized.

EDUCATION FOR ALL: REALITIES

The Conference was considered timely by delegates, but several emphasized that without radically new approaches, recent positive changes in the international political environment would not be sufficient to prevent the critical problems facing many countries from deteriorating even further.

On the one hand, unprecedented changes in the world make it possible to foresee new forms of co-operation and new partnerships. Revived concerns about the centrality of human development in the overall development process make a new thrust in basic education a realistic goal. The creation of new knowledge and information, and the exponential growth in the capacity and reach of communications technology, provide a basis for making universal access to quality learning a possibility.

But the step from possibility to reality depends on will, innovation, and above all, resources. But at present, in the words of one delegate:

> For societies grappling with economic stagnation, intractable unemployment, environmental degradation, fiscal imbalances and massive external debt, the outlook is very bleak indeed.

Rapid population growth has dire effects on coverage of the same basic education that can help to contain such growth:

> In spite of the directive given in 1950 by the framers of our Constitution to provide free and compulsory education for all children by 1960, we are nowhere near providing primary education of satisfactory quality to all of our children.
>
> While the continuing growth of our population has been a factor in this, it must be recognized that it is education, and principally of girls, and measures that lead to the economic independence of women, that are the primary elements in controlling population growth.
>
> *Delegate*

Additional problems include reliance on outdated agricultural technology, narrow industrial bases, and the deteriorating terms of trade which many countries, in Africa in particular, have to face.

In the field of basic education in many countries, the impact of financial and economic constraints and of the demographic explosion can be seen in declining expenditures on education, in falling enrolment rates, increasing numbers of illiterates, and a decline in the quality of teaching and training. Rapid expansion seems a distant dream in such circumstances. As one delegate put it:

> We are thus faced with a formidable task of even maintaining the level of education reached both in terms of access and quality.

In such a mixed world situation, stated other delegates, a World Conference on Education for All will only succeed *if* the ***World Declaration*** will be useful to people around the world for several decades, and if commitment is translated into action backed by the necessary partnerships and resources to ensure that results can be produced.

Basic education should be pursued not merely as a sectoral target, but as an integral part of a human development plan.

W.H.Draper III
Administrator, UNDP

EDUCATION IN CONTEXT

Concerns were expressed that education for all not be pursued in a narrow sectoral way. Such determination should be built on the recognition that educational strategies can only be usefully developed, and goals attained, when education planning is centred firmly within its broader social, cultural, political and economic context. This leads naturally to a discussion of the nature and content of basic education.

Delegates generally agreed on the need to broaden the definition of basic education beyond simple literacy and numeracy to a wider range of skills and knowledge for living essential for everyone, but several delegates cautioned against the danger of defining functionality only in terms of economic productivity: in the view of one delegate, it is most important to emphasize the humanist, cultural and international dimensions of basic education.

BASIC EDUCATION – A FOUNDATION

There were also differences of interpretation of the term "basic", where the ***Declaration*** seeks to define basic learning needs. While advocates of the concept emphasized that to meet basic learning needs is to provide all with the foundation of knowledge on which further learning, growth and development should be built, some delegates considered it important to re-emphasize the point that:

> the objective should not be to impart a minimum of knowledge but to acquire a maximum of solid bases for the transition to other education levels, for life-long education, for active shaping of one's own life and society.

Others were of the view that the final ***Declaration*** would have to be strengthened to underscore the importance of developing the spiritual, ethical and moral aspects of the human being. The ***Declaration*** was amended accordingly. (See Article 1.)

FOCUS ON EFFECTIVE LEARNING

Delegates agreed that education data on enrolment rates or numbers of years in schools are not useful and that:

> Emphasis ought to be on the access to and achievement of learning that is relevant to the needs of the individual and his or her community.

The focus on achievement, and the issue of measuring achievement levels is a significant factor in the Education for All initiative:

> One key issue on which we must focus if we are seriously to pursue the goal of universal primary education – or, indeed, any of the EFA targets – is the minimum common level of learning

> that must be achieved by . . . learners. A difficult aspect...will be testing the learning level or performance of individual learners . . . The ultimate goal...is that children are educated: that they are literate and numerate, and that they have life skills. How do we devise a measure of the outputs with a criterion-based, objective measure of learning gains?
>
> *J.P.Grant*
> *Executive Director , UNICEF*

While the emphasis on learning acquisition was welcomed, some interventions cautioned against too utilitarian an approach to defining "an acceptable level of learning". The development of the creative potential of the individ-

between basic and other levels of education. This proposition raised a concern among some delegates lest their countries be permanently confined to the lower rungs on the educational ladder:

> The priority to basic education, although legitimate, since it is founded on equity and social justice, does not signify exclusivity: other levels and types of education, notably technical education and professional training, as well as higher education, must still receive our attention, since we still need middle-level and higher level cadres.
>
> *Message of President Diouf*
> *Senegal*

> ***The external agencies should examine current assistance practices in order to find ways of effectively assisting basic education programmes which do not require capital- and technology-intensive assistance but often need longer-term budgetary support.***
>
> ***Framework for Action #45(c):***

ual, of imagination, of spiritual and aesthetic values, of community spirit, are justifiable in their own right, and not easily measurable in the short term.

> The point about learning is that it is a process of growth, and not a product to be acquired: learning is a journey, not a destination.
>
> *Statement of Commonwealth Secretariat*

BALANCING PRIORITIES: BASIC AND HIGHER EDUCATION

Comment was also provoked on the issue of restructuring priorities within the education sector to ensure allocation of available resources to the most cost-effective inputs, to give more emphasis to basic education, or to ensure a more equitable balance of resources

Reassurances were given that such exclusivity was not being advocated:

> A scientifically literate population is essential for economic development in this decade. To compete internationally, developing countries must be able to select and adapt modern technology. Systems of higher education must be strengthened to train scientists, engineers, managers and other professionals who will lead the national development effort into the next century.
>
> *B. Conable*
> *President, World Bank*

One delegate agreed strongly with this perspective, but stated the concern of Latin America that such ideas were not taken into account in the documents:

> Either the transfer of high-level technology and scientific research will burst upon the Third World with great force, or we will continue to be condemned to elementary forms of organization, to unacceptably low living standards and to levels of economic development which even in the best of circumstances would barely exceed subsistence.

The ***World Declaration*** was amended to incorporate such a perspective. (See Preamble and Article 2.2.)

support is required where the learners are – where imported equipment or foreign exchange, imported personnel or learning materials are of limited use, or where a critical issue may be one of how to support increased community control of the content of education.

High recurrent expenditures, particularly for teachers' salaries, are also a fact of life. Thus pragmatic approaches to assistance are needed, in the context of varying local needs, and targetted on local problems.

Strengthening of mutual support and cooperation among developing countries at regional and sub-regional levels is also a neces-

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NGOs shall be part of all formal structures for the implementation of EFA at all levels: local, national, regional and international from the outset, particularly in the development and implementation of national plans, which NGOs feel is of paramount importance.

Statement of Principles
NGO Jomtien Committee

NEW MODELS OF COOPERATION AND PARTNERSHIP

The joint action of the sponsoring agencies in the Education for All initiative was generally welcomed as emblematic of a necessary new approach to international co-operation. Donor agencies were called upon to redefine their role and working procedures in order to participate in a process with many actors and new partnerships. Simplification of procedures, combined with flexibility of approach, is necessary. Developing country delegates stressed that co-operation should increasingly concentrate on institution and capacity-building; less resources should be expended on costly foreign technical assistance.

Moreover, such assistance is usually concentrated on centralized functions and infrastructure, planning, management or curriculum development. Important as these are, critical

sary focus for international cooperation, as collaborative networks of educators, researchers and policy-makers begin to emerge and expand. As expressed by one delegate, there is no alternative to partnership if Education for All is to be achieved:

> No one state, no one agency and no one NGO has found an ideal method, a perfect path, for attaining universal literacy. All states and agencies and NGOs can and must learn from each other, sharing their ideas and resources.

Several speakers welcomed the mix of delegates to the World Conference as again symbolic of partnerships needed – participants from finance and planning, information and communications, labour and economic development, health and social welfare; from gov-

ernment, NGOs, the private sector, the media; national, regional and international organizations.

NGOs signalled their intention to be full and active partners, and their unique role and contribution was acknowledged.

The role of teachers as actors and partners in the education process received frequent emphasis, as did the need to ensure better working conditions for teachers, more funding for improved teacher education, and enhanced respect for the position of teachers. According to the Secretary-General of the Canadian Teachers' Federation and the President of the WCOTP, respectively:

> It is primarily teachers who make any programme work, and they will respond more productively to participation in, rather than to imposition of, proposed education reforms.

> There is urgent need to rehabilitate the teaching profession and reinstate educators and teaching professionals at all levels in the school system: by restoring the social prestige and recognition attached to the profession; by offering individuals attracted to the profession a level of training allowing them to work in an independent manner, assess their own performance by self-evaluation, attend to their further training and reappraisal of their own development; by recognizing the right of teachers and their associations to be consulted and to participate in the framing of educational policies, particularly as regards the preparation, implementation and evaluation of innovations.

OUTREACH AND EQUITY

> Let us all begin now to give basic education to all disadvantaged groups and give it equitably, regardless of gender or economic status, geographical location, or physical or intellectual disability.
>
> *President Gayoom*
> *The Maldives*

One of the strongest and most consistent messages from delegates throughout the World Conference was that basic education is concerned with equity, with reducing disparities in educational opportunity between population groups. It should begin with, and respond to, the needs of the neediest. Whether urban, rural or nomadic, whether displaced or handicapped, all people have a fundamental right to education.

Disparity – the drama of underdevelopment.

Delegate
Costa Rica

Some of the most forceful statements pinpointed the great disparity in access to quality education between girls and boys, men and women:

> The largest number of the world's illiterates is women and this is a culpable negligence that we must all acknowledge and strive hardest to rectify.

> We have to keep reiterating this point and putting the institutions of our societies at the forefront in rectifying the appalling situation that exists.

> There can be no question that an Islamic outlook urges equal opportunity and equality of provision of literacy and education for men and women.

The debate by delegates about equitable access also revolved around the issue of language of instruction:

> We draw attention to research which indicates the most effective early

> reading instruction is in the mother tongue . . . If we must achieve education for all in the year 2000 it has to be in the mother tongue.

According to one delegate, initial literacy in a language that the individual speaks facilitates better acquisition of literacy, numeracy, general cognitive development and learning.

> It should be clear, therefore, that in a multi-lingual society, no uniform method can be presented for the solution of the language problem.

However, the economic and political realities in instituting language policy were appreciated by one speaker who recognized the difficult decision facing a government in a multi-lingual situation, as to the feasibility of development and production of several different curricula.

EDUCATIONAL CHANNELS

Delegates were generally agreed that while government has primary responsability for education, essentially through the formal school system, Education for All cannot be achieved without adopting a broadly-based approach to learning, involving a range of channels and partners, in order to reach learners of all ages. In the words of one delegate,

> It is a fundamental role of government to ensure that all children have access to good schools, but the government is not alone in this task. The emphasis . . . on new partnerships involving families, teachers, NGOs and the private sector should not be seen as undermining the role and responsibility of the government in this respect. The cornerstone for the acquisition of the skills and knowledge associated with basic education is the school.

However, as many delegates pointed out, traditional primary school education is insufficient as a sole strategy to ensure education for all:

> This gives too narrow a definition of *what learning means and how* knowledge, skills and attitudes are formed and transmitted from one generation to the other. Stimulating learning experiences, nutrition and health programmes for pre-school children, non-formal education including literacy and post-literacy programmes for adults and youths are important in their own right, but also part of a broader strategy to achieve basic education for all.
>
> We have chosen to implement compulsory education both through in-school and out-of-school educational programmes (using complementary educational packages).

However, it was argued forcefully by J.P. Grant, Executive Director of UNICEF, that:

> in dealing with a complex, multi-facetted development phenomenon, it may be necessary to forge a cutting edge . . . to find the most crucial of that which is doable and do it well – achieve success that builds credibility and confidence for further success on a broader front.
>
> Within the framework of a broad vision of basic education and while pressing forward to meet basic learning needs of all segments of the population, . . . success in primary education can be the cutting edge for opening the way for success in a broader and more complex educational effort including other elements of basic education.

It was acknowledged that all channels of communication – both traditional and modern, the mass media and other means of mass communication, must be harnessed to ensure the extension of an educational process reaching all segments of society. The capacity to communicate, and the amount of information to communicate, have increased exponentially in recent years.

One delegate listed some of the many complementary communications channels available for education, including "Media – radio, television, newspapers; oral tradition: storytelling, folklore, folk theatre; churches, mosques, temples; clubs, organizations, associations . . . ." Yet while accepting the possibilities and value of alternative channels of communication, another delegate raised the potential drawbacks:

> While the media can and should play an increasingly important role in Education for All, we must not underestimate their present negative influences in many areas, particularly in advertising, cultural bias and lack of any discernable spiritual and moral basis.

RESOURCES

There was consensus that it is essential to address macro-economic factors if sustainable changes in the pattern of financing education are to be achieved. One delegation, welcoming the emphasis in the documents on the need to reduce the indebtedness of developing countries, suggested that a link be forged between debt reduction, savings from arms expenditures, and education expansion and improvement.

Some delegates saw a direct causal relationship between insistence on debt repayment and the under-education of children in poor countries. They asserted that Sub-Saharan Africa's long term debt has equalled its GNP, making it the most heavily-indebted continent in the world, and that in Latin America in 1987, the total of all countries' debt servicing was equivalent to 90 percent of their total overall trade balance. With this economic picture, aggravated by population growth pressures, some delegates saw limited utility in making education plans and strategies, as there are neither resources nor promising perspectives for bringing them to reality.

> There exists no possibility of education transformation in Latin America without a dramatic change in the economic picture.

While developing countries should be constantly monitoring their performance, they would not totally be able to bear the heavy costs of ensuring education for all, even without the additional debt burden. As one European delegate put it:

> New ways of developing education . . . have to be found which partially draw on appropriate formulae for reconversion of debt.

There was strong consensus that all structural adjustment programmes should include mechanisms to protect against the lowering of expenditure on social sectors within such programmes. In the words of two European delegates:

> Structural adjustment programmes aimed at more effective utilization of scarce resources should more thoroughly address fundamental financing problems in the social sectors.

> Adjustment policies can only bear fruit if accompanied by measures to sustain and improve quality education services.

The uniqueness of this historic moment also compelled several delegations to suggest that the time is appropriate to shift resources from defence expenditure to more socially-productive uses, specifically to investments in education.

> Governments must be willing to shift resources to education from socially less productive uses – such as defence and subsidies for public enterprises.
>
> *B. Conable*
> *President, World Bank*

Speaking on behalf of Latin America, the delegate from Argentina stated:

> We are convinced that the utilization for education of resources presently allocated to arms, can constitute one of the pillars of the desired transformation.

Country delegates reiterated that national authorities have ultimate responsibility for allocating necessary human, material and financial resources to basic education. One delegate even argued that the real need may be less for external assistance than for giving greater priority to education in designing national budgets. But the majority of interventions on the subject posited the need for both internal restructuring and external aid.

> only through national resources and societal involvement, particularly of all . . . of us who had this privilege of education. But at the same time, we cannot fail to recognize the great role which can be played by the transfer of resources from those who have the capacity to contribute to those who are in dire need.
>
> *Delegate*

When all the talk is finished, there are two vital questions to be answered: What is this . . . going to cost and who is going to pay?

Delegate
Guyana

COMMITMENTS

Delegates to the World Conference endorsed a renewed commitment to Education for All, as exemplified in the ***World Declaration*** and the ***Framework for Action***. Although this was not a pledging conference per se, the four sponsoring agencies did pledge specific commitments. Other agency and country delegations made commitments to pursue policy changes or increased allocations in the field of basic education. Others emphasized the need for new cooperative modalities to ensure the achievement of Education for All.

NATIONAL ACTION, INTERNATIONAL SUPPORT

Commitment and action at the national level is the base on which all else depends:

> We cannot overstate the importance of national commitment, and the fact that in the ultimate analysis, educational opportunities can be widened only through national resources and societal involvement, particularly of all . . . of us who had this privilege of education. But at the same time, we cannot fail to recognize the great role which can be played by the transfer of resources from those who have the capacity to contribute to those who are in dire need.
>
> *Delegate*

No real breakthrough will be possible without a mobilization or re-affirmation of political will, coupled with a serious questioning of resource priorities, on the part of countries and their leaders. Success will depend much less on external support – which . . . must increase greatly – than on the attitudes of Heads of Government, Finance Ministers and parliamentarians as representatives of the people. It is they who ultimately matter most; it is they who will translate their convictions into practical action by setting priorities, negotiating loans and voting education budgets.

F. Mayor
Director-General, UNESCO

We acknowledge that many countries have rationalized their budgets and expenditure and yet still need external financial assistance to achieve Education for All. We believe nevertheless that it is necessary for each country to

pledge and maintain its own contribution towards the realization of this goal.

Delegate

Number 1 – formulation of national human development strategies, with education as their integral component;

The World Conference on Education for All is, above all, a summons for action. Our common objective is to mobilize societies as a whole for the cause of education, to reaffirm flagging comitments, to join complementary forces and demonstrate international solidarity, to co-operate and learn from each other, and before this century ends, to make the right to education a daily reality for all.

F.Mayor
Director-General, UNESCO

If countries take the necessary first step of critically examining their basic education strategies, and make the commitment to achieving Education for All, the international community should support them.

Speaking of the goal of achieving universal primary education by the year 2000, the Executive Director of UNICEF promised:

> We (UNDP, UNESCO, UNICEF and the World Bank) will take the lead in seeking to assure that any least developed or low income countries effectively committed to this goal . . . will not lack for essential external inputs of paper, textbooks and other basic learning and teaching materials.

The Administrator of UNDP, after stating that "most (national) budgets can accomodate additional spending on human development by reordering their priorities", suggested an agenda of action to ensure EFA by 2000, whereby countries would undertake the necessary national actions to which the world community should respond:

> These then are the four essential components of the action agenda I am suggesting:
>
> *Number 2* – preparation of financial plans by developing countries to achieve basic education for all over the next decade;
> *Number 3* – internal restructuring of priorities in the developing countries to release more resources for the education sector;
> *Number 4* – a global compact to ensure more external resources to implement this target.

Such a process should generate commitment, and to start, "UNDP, with offices in 112 countries, is ready to assist".

The Delegate of Argentina cited the readiness of Latin America to take on the commitment arising out of the World Conference, and urged other regions to do likewise, to make the commitment meaningful in global terms.

Non-Governmental Organizations accepted the commitment also:

> The NGOs represented at this Conference fully expect that NGOs will be integral partners in whatever structures are created to implement the action of making Education for All a reality. We stand ready to play our

> part in a global process that will equip mankind to step over the threshold of the twenty-first century ready and able to forge a world of peace, unity and prosperity by meeting the basic learning neeeds of all.
>
> *NGO Delegate*

The Delegate of Ireland, speaking on behalf of member states of the European Community, stressed Europe's commitment to fighting functional illiteracy within the EEC, and also to support its partners in Africa, the Caribbean and the Pacific:

> The Fourth Lome Convention signed in December 1989 recognizes the importance of basic education and programmes to combat illiteracy and provides for the availability of financial assistance from the European Community for these areas.

Another delegate noted the commitment of Europe to development with a human face, and emphasized that despite the progress to reconciliation and unity, Europe will not turn in on itself, and will not relinquish its responsibility to its partners in the South. Other delegates indicated the willingness of their countries to exchange information and expertise, and to join in the expansion of international education information and research networks.

Others, notably Australia, Italy and Sweden, pointed to the increasing trend in their own external assistance programmes towards support for basic education. The delegate of Japan announced some of Japan's follow-up activities, including the consideration of "making a substantial contribution to the expansion and strengthening of the Asia-Pacific Programme of Education for All (APPEAL)".

International agencies made similar statements, for example:

> The ADB will expand its assistance to education, improve the quality and widen the scope by adding basic education and non-formal education to its portfolio.
>
> *K. Tarumizu*
> *President, Asian Development Bank*

> The "Special Islamic Programme for Literacy and Basic Education for All in Islamic Countries and Communities" . . . just adopted by ISESCO's Extraordinary General Conference, which was held on 3 March in these very premises . . . is submitted to your assembly as ISESCO's contribution . . . whose initial capital amounts to three million US dollars.
>
> *A. Boutaleb*
> *Director-General, ISESCO*

There were several calls to the world community at large to commit the resources necessary to ensure education for all.

One delegate urged that "world funding agencies . . . pledge yearly, biennially, triennially, or whatever period considered appropriate, funds to enable steps to be taken by them or by the countries to achieve the goals of education for all by the end of the decade".

Delegates from African countries and the Organization of African Unity called for Africa to be made a special priority, with

> . . . support to be handled in a way that would promote self-reliant development in Education. A specific fund for Africa and a focal centre for mobilization of resources, their allocation and the monitoring of progress towards EFA should be considered.

The Conference was also reminded of the recommendation of the Latin American Regional Consultation in Quito for the creation of an international fund to channel new resources towards meeting basic learning needs in the less-developed world.

The Commonwealth Secretariat emphasized the importance of supporting appropriate, locally-specific basic education which tends to require longer-term budgetary support rather than capital- and technology-intensive assistance. The agency stands ready to devote resources to:

> . . . examining this key issue and co-operating with other agencies in the search for new ways of using external resources to assist basic education.

COMMITMENTS OF THE SPONSORS

The executive heads of UNDP, UNESCO, UNICEF and the World Bank stated the commitment of the respective agencies to increase support to education for all in line with the ***World Declaration*** and the ***Framework for Action*** (see page 23).

ENLARGING THE GLOBAL RESOURCE POOL

Sweden, speaking on behalf of the Nordic countries, urged donor countries to reflect seriously on the issue of aid volume:

> So far only the Netherlands and the Nordic countries have achieved the 0.7% of GNP target set up by the UN. We keep reminding the international community of this basis for international solidarity. Otherwise conferences like this run the risk of producing merely words.

Resource needs are considerable. A joint UNESCO-UNICEF-World Bank study presented at the Conference estimated that in the 72 low-income and middle-income countries, it will take, on average, an additional US$5 billion per year in local and international resources over the next decade for these countries to ensure the opportunity for all children to have access to primary education.

> Taken on its own, this is a large sum. But let us put it in perspective:
> - It is only two days' expenditure on arms by the industrialized nations and only one week of military spending in the developing countries.
> - It constitutes only 2 per cent of what developing countries are obliged to pay in debt servicing every year.
>
> Is it too much to expect that we be prepared to make adjustments in many other expenditures in order to bring an educated generation into the 21st century?
>
> *W. H. Draper III*
> *Administrator, UNDP*

> Education for All is within human reach. We must choose to use our resources appropriately in its pursuit. When so much can be done for so many, the time to begin is *now*.
>
> *F.Mayor*
> *Director-General, UNESCO*

In the past three decades of development, we have learned . . . that education is the root of all development . . . that spending on education is a highly productive investment . . . (and that) female literacy also has multiplier effects. Let reluctant finance ministers, unwilling to commit adequate national budgets to education, ponder over these facts of life.

William Draper III
Administrator, UNDP

Our priorities in the UNDP are determined by governments of the developing countries. I am confident that with their support, they will ask us to double or triple our technical assistance to meet basic learning needs, and we will welcome it.

W.H. Draper III
Administrator, UNDP

Our Organization has made literacy and basic education the absolute priority of its new Medium-Term Plan and is substantially increasing its programme support for basic education. International Literacy Year 1990 is the starting point for UNESCO's Ten-year Programme to Eliminate Illiteracy.

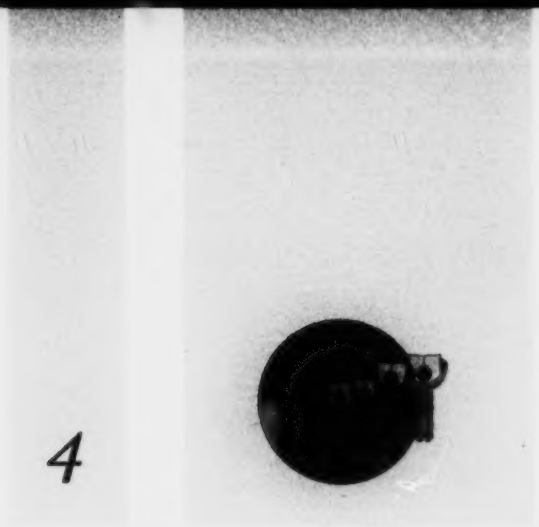
F. Mayor
Director-General, UNESCO

UNICEF on its part is proposing doubling of its support to basic education by the mid-1990s, to 15 per cent of total programme support, with a further increase to 20 per cent by 2000. Since the total UNICEF programme is expected to continue to grow in real terms over the 1990s, the proposed increase amounts to a growth from less than US$ 50 million currently to more than US$100 million per year by the mid-1990s and a quadrupling to some US$200 million by 2000.

J.P. Grant
Executive Director, UNICEF

The World Bank is the largest single donor of financial support for educational development, having loaned a total of more than $10 billion for education since 1963. We account for 15 percent of international support for education. The Bank will double its educational lending over the next three years to an annual level of $1.5 billion, and we will improve our performance and effectiveness. Our goal will be to help countries put in place the educational policy framework and investment programs necessary to move towards education for all. Support for basic primary education will be the dominant priority.

B. Conable
President, World Bank



4

Education for All: The Components

Summary of Roundtables

The major issues concerning Education for All were researched, synthesized, documented and presented in a series of exhibits and roundtables. The purposes of this part of the programme were to: (i) develop the EFA knowledge base by analyzing key cross-national issues; and (ii) promote an exchange of lessons learned within and across countries and regions of the world. Drawing upon, and in an effort to enrich, the discussion of the central ideas of the ***World Declaration*** and ***Framework for Action***, the exhibits and roundtables utilized multi-media presentations and accelerated learning techniques to stimulate an exchange of ideas and experiences.

The **programme of exhibits** included 66 exhibits from around the world. These exhibits illustrated state-of-the-art EFA policies, programmes, and practices from countries, donors, NGOs and the private sector (see Annex 3 for a complete list). They highlighted, inter alia, innovative education technologies, strategies for reaching the disadvantaged, programmes ranging from child survival and development to primary school reform efforts. Most exhibits were multi-media, and the exhibit hall included a video library for continuous, individualized viewing of videos produced especially for the conference.

The **programme of roundtables** comprised 48 roundtable forums. There were 24 thematic roundtables analyzing major cross-national issues, ranging from education of girls and women to mobilizing support for Education for All (EFA), as well as a double session on financing EFA. There were also 24 illustrative roundtables emanating from the nine regional EFA consultations, based on actual country and regional experiences and plans for achieving EFA. (See Annex B).

The key ideas and issues emerging from the roundtables are summarized in the logical sequence of the major sections of the ***World Declaration***: (a) the Purpose; (b) the Expanded Vision; and (c) the Requirements of Education for all.

THE PURPOSE

In examining the utility of basic education to the individual and society, basic learning needs can be seen to extend well beyond imparting literacy, numeracy and related cognitive skills to such areas as environmental education, health and population, and, further, to the affective-moral domain of spiritual, cultural and national values.

The first set of roundtables dealt with such life-sustaining and enhancing topics as: the impact of technological change on the require-

ments, content and process of basic education; the relationship of basic education to productivity; the importance of good health and nutrition to learning readiness and achievement, and conversely, the effects of learning on good health, nutrition and prolonged life; the relationship between education and fertility behaviour and, in turn, understanding the repercussions of unchecked population growth on the environment, the quality of life and the ultimate sustainability of the planet; and finally, the intricate connection between early education, language and culture, and one's sense of identity, national and global consciousness, and world peace, understanding and harmony.

> *. . . education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international cooperation.*
>
> ***World Declaration***

Ideas abounded across these themes. With the rapidity of technological and social change worldwide, past notions of relatively fixed basic knowledge, skills, and duration of education succumbed to the need to focus on problem-solving skills, the need to "learn how to learn," and the life-long, continuous nature of learning itself. Terms like 'scientific literacy' and 'technological literacy' stretched the boundaries of traditional notions of literacy, that is, simply learning to read and write. It was noted that as the workplace is transformed through technological change and production, tasks become more complex: quality basic education enhances 'adaptability' and 'trainability.' Basic education becomes critical to efficient and competitive production, both in terms of cognitive skills and in terms of attitudes. The non-cognitive dimension of basic education, including values acquired, the ability to learn from experience, and patterns of motivation, are a hidden, but essential ingredient of basic education.

The illustrative roundtables on workplace literacy in North America; functional literacy in Europe and the USSR; the historical role of fundamental education during Japan's Meiji period of economic and social transformation; the present day programme of scientific literacy and the 'thinking abilities' project of the newly industrializing country of Korea; and Thailand's quest for a 'life-long' education system, gave a country-level grounding to the thematic treatment of the role and significance of basic and continuing education for all under conditions of rapid technological change and socio-economic development.

> *Basic education is more than an end in itself. It is the foundation for lifelong learning and human development in which countries may build, systematically, further levels and types of education and training.*
>
> ***World Declaration***

Thematic roundtables on environmental and population education gave voice to the need for convergent educational efforts at building awareness and practical knowledge in changing learner behaviour toward the goals of 'sustainable development.' Arguments swayed between the need to educate adults, particularly decision-makers, how to stem the tide of environmental devastation, and the need to educate children as future preservationists on a shrinking planet. Also, differences were expressed as to whether these were subjects to be integrated into existing school curricula, as in Malaysia, or deserving of special attention in their own right, as in the Thai NGO 'Magic Eyes' community programme. "Population education" was considered to cover the connections between demography, environment, and broader poverty-equity concerns, raising more fundamental questions of

cause and effect. The illustrative roundtable "Education of the Girl-Child in South Asia," highlighted the empirical connections between female education, infant mortality, and maternal mortality. Finally, roundtable discussions on nutrition, health and education, brought to bear the evidence linking

> ***Another and no less fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth.***
>
> ***World Declaration***

good health and nutrition to school participation and effective learning, with elaborations on various means, such as school feeding programmes, child to child efforts, inter alia, dominating the discussions.

The thematic roundtables on language and culture brought home the importance of these variables, not simply as elements in identity formation and nation-building, but also as forces affecting the very motivational basis of learning and teaching processes. In addition, the importance of values and the moral dimensions of education was raised in the context of these roundtable themes, reinforcing the role of basic education in the non-cognitive domain. The emphasis on indigenous knowledge, learning processes, and traditional values as worthy in their own right and necessary for the self-confidence and tolerance of differences required for a progressive and harmonious world of sovereign nations, found its way from these discussions into a strengthened ***World Declaration***. Here, illustrative roundtables such as that of Ecuador, presented a strong case for providing instruction in the mother tongue in basic education as an integral part of a National Education for All Plan.

AN EXPANDED VISION

With the purposes and boundaries of basic education more expansively but clearly demarcated, the roundtables shifted to discuss the elements of an Expanded Vision and Renewed Commitment to basic education for all.

These elements included: increasing access and equity; a focus on learning; broadening the scope, and methods of basic education; enhancing the learning environment; and building partnerships and alliances to work toward meeting basic learning needs of all.

INCREASING ACCESS AND EQUITY

The education of females, minorities, the disadvantaged, displaced, and disabled, dominated the discussions on priority populations. The thematic roundtable on women's education and the illustrative roundtable on the education of the girl-child in the South Asian context brought out the manifold effects of not only providing educational opportunity to females, but also ensuring equitable quality.

> ***The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.***
>
> ***World Declaration***

The inter-generational effects of a mother's education on that of her children, on infant mortality and overall family size and well-being, and on her economic productivity, were added to the strong view that gender equality as a moral imperative must be a central goal of education for all. Economic and cultural factors were raised as primary barriers to female education, with deeply-rooted systems of patriarchy espoused as the underlying culprit in

many corners of the world. Strategies to overcome gender bias were categorized into three fundamental types: (a) welfare-oriented; (b) enablement-oriented; and (c) empowerment-oriented. Several concrete actions were suggested, such as increasing the number of female teachers, providing incentives to female teachers to work in rural areas, modifying curriculum and the school calendar, establishing single-sex classrooms, inter alia. An additional key point was raised noting that gender discrimination should not focus on women only as "clients" of education but also on their role as "agents" of education.

The thematic roundtables on language and culture discussed the need to promote the educational opportunity of minority peoples, refugees, and the disadvantaged. Those who plan literacy programmes often overlook the fact that written language is the necessary medium of literacy. However, of the 4000 languages spoken in the world, only about 300 are in regular use in written form. This condition alone leaves many minority cultural groups on the margins of basic education systems. Refugees and displaced persons suffer similar problems of access and equity as they move between language groups. The illustrative roundtable on rural education in Nepal and Afghanistan particularly captured the special needs of nomadic, displaced, and isolated populations. Finally, the case for giving particular attention to the educational needs of disabled learners was effectively made in several roundtables and was reflected in the final text of the ***World Declaration***.

A FOCUS ON LEARNING

The thematic roundtable on improving primary education in developing countries shifted the debate from promoting access and equity, to boosting quality, further arguing that quality improvements were central to assuring demand and increasing the efficiency and holding power of schools. Boosting quality means moving the focus from simply providing inputs and counting participation and completion rates to enriching the learning process and measuring learning acquisition and performance. Bettering conditions for learning in the classroom; improving the preparation and motivation of teachers; strengthening the institutional capacity of the education system; increasing equitable access; and mobilizing financial support, were identified and discussed as major areas in need of critical attention in order to realize a meaningful education for all.

Most participants subscribed to the need to focus on learning and supported the kinds of educational systems and school-level reforms presented. However, concerns were raised about the practicality of implementing such reform programmes given varied country-level conditions. More specifically, concern was expressed about the need to locate such educational interventions within the larger economic and political structural constraints of debt, terms of trade, political oppression and corruption undermining the social sector development of those poor countries who most needed such reforms. The Ecuador and Kenya roundtables picked up on the plenary speeches of their respective presidents, calling for a need to attend to the "social debt" spreading among the poor in the face of growing "financial debt," and that governments alone would not be able to keep pace with the demand for quality education for all.

> ***Whether or not expanded educational opportunities will translate into meaningful development – for an individual or for society – depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills and values.***
>
> ***World Declaration***

Colombia and Zimbabwe, countries relatively free of financial burdens, presented illustrative country cases demonstrating how school and community-level reforms improved curriculum relevance, increased teacher quality through in-service teacher training,

provided communities a greater role in school management, and strengthened overall educational management capacity – thus, improving access and quality of education. However, participants from heavily indebted African and Latin American countries felt that such reforms could not be implemented in the face of the huge debt burden and relative unrest that continues to fuel high military expenditure in their regions.

BROADENING THE SCOPE OF BASIC EDUCATION.

Schooling alone cannot hope to meet the burgeoning needs of education for all by the turn of the century. The fact that learning begins at birth and sets the stage for further learning was addressed in two roundtables, one examining early childhood care and education, and the other, the role of the family and the community in child development. The presentations stressed that the young child's mental and physical development were most rapid in the early years and that informal education within the family constellation was a powerful prerequisite for success in formal education. Research presented increasing evidence that early interventions can have strong influence on readiness, enrolment, progress, and learning in primary schools, especially for the undeserved and disadvantaged, in moderating gender differences, and promoting parent and community involvement and responsibility for their children's later learning. When communities develop even the most basic child care programmes, the barriers between school and community are broken, the transition into primary school is eased and children do better when they get there. The discussions centred on the costs of taking such efforts to scale, the need to consider the training of more paraprofessionals from the community in this field, and the concern that early childhood education and development not be a euphemism for pre-school education. Rather, it was suggested that such interventions be seen as early human development, including nutritional, health, social and emotional development as well as cognitive and language development.

While primary schooling was considered the main delivery system for basic education, supplementary, alternative programmes of equivalent standard and support should be encouraged to meet basic learning needs, especially for those children who have no access to a primary school. The thematic roundtable on distance education, particularly interactive radio, affirmed dramatic improvements in learning achievement, teacher quality, school-community relations, and reaching isolated and marginalized groups with quality, affordable, and sustainable education. The illustrative roundtable of ALER (Latin American Association of Radio Education) provided a further example of the power of alternative educational delivery systems in broadening the scope and method of education 'horizontally' and giving a voice to many potential learners outside the formal school system.

> ***The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education.***
>
> ***World Declaration***

Illustrative roundtables on nonformal education and training programmes for out-of-school youth and adult illiterates in the Caribbean, Mali, Zimbabwe, Iraq and China provided many practical insights and examples into meeting the basic learning needs of out-of-school populations in such areas as skill training, health, nutrition, family planning, environmental protection, family life and other knowledge, skill and attitudinal domains. The discussion on alternative delivery systems stressed the need for providing credible, quality standards for such efforts and increasing government financial support to such programmes. There was a general concern for not developing dead-end, second class educational activities, nor leaving such programmes as a residue for under-resourced NGOs to carry. It was noted that while governments should increase their financial and quality control functions, given the heterogeneous and contextual nature of learner needs, they

ought to further facilitate greater local initiative, participation, and control over such programmes.

> *A synergistic effect occurs when important information is coupled with a second modern advance – the new capacity to communicate among the people of the world.*
>
> ***Framework for Action***

Finally, the thematic roundtables on "Information, Learning and Grassroots Participation," and "Mobilizing for Education for All", highlighted the need to include electronic and traditional mass media in a broadened range of mechanisms for promoting learner participation, active learning, and delivering basic education to all. Illustrations of modern and traditional technologies from India and Bali were utilized to show the power of mass media to convey basic knowledge and change behaviour. Libraries, too, can play an important role in meeting basic learning needs. Indigenous knowledge and information systems were also discussed as potentially valuable and credible elements of basic learning systems. The importance of the 'soft' technologies of organization and process, especially emphasizing popular participation and local control, was noted as an essential complement to the 'hard' technologies being promoted in education programmes worldwide. Educational activities that have the potential to 'empower' as well as to 'inform' should be more highly valued and utilized.

ENHANCING THE LEARNING ENVIRONMENT

The thematic roundtables on health, nutrition, and early child care also made clear that learning does not take place in isolation. Societies must ensure that all learners receive the nutrition, health care, and physical and emotional support required to participate actively in, and benefit from, education. The illustrative roundtables presenting the country plans of Ecuador, Jordan and the Philippines were noteworthy for their comprehensive emphasis on health, nutrition and early child care programmes and targets, as part of a comprehensive basic education system including schooling and nonformal education. These multi-sectoral country plans all dealt with basic education in the new broader sense.

> *Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education.*
>
> ***World Declaration***

STRENGTHENING PARTNERSHIPS

Education is too diverse, complex, and demanding to expect governments alone to be able to meet the vast array of learner needs. The call for a multi-sectoral approach and building new alliances between government, private sector and non-governmental forces was central to the thematic roundtables on "NGOs and Literacy" and "Mobilizing for Education for All." While NGOs expressed their desire to work with governments, donors and private sector entities, they were quick to caution against some misperceptions which view NGOs as a cheap source of labour, additional delivery systems for government-directed objectives, or organizations devoid of

> *New and revitalized partnerships at all levels will be necessary.*
>
> ***World Declaration***

their own development agendas and constituents. Partnerships have to be 'genuine,' on an equal footing of mutual respect, beginning from the design end of the development process through the implementation and ex-post evaluation stages. The roundtables on the teacher's role, early child care and grassroots participation brought out a recognition of the vital role of teachers and families in these new partnerships.

THE REQUIREMENTS

The requirements for education for all as defined in the ***World Declaration*** fall into four categories: (a) building national technical capacity, (b) providing a supportive policy environment; (c) mobilizing resources; and (d) strengthening international solidarity.

BUILDING NATIONAL TECHNICAL CAPACITY

Thematic roundtables on instructional materials, teachers, educational managers, assessment, and research covered a host of technical requirements for ensuring a quality education for all. The instructional materials roundtable grappled with the question of providing the most learners with the best materials at the least cost. Issues of quality control, private versus public sector roles, and the mechanics of providing educational materials from conception through development, manufacturing and distribution, were discussed. Local circumstances, more often, than not, determine whether government or local publishers are utilized in various stages of textbook design and production or local versus imported paper, among other choices. The roundtable on teachers concentrated on the terms of service and general remuneration of teachers linking conditions of insufficient remuneration to poor performance (high absenteeism) and quality of instruction. How to enhance the pedagogical process was discussed in the thematic roundtable on improving primary education and in several illustrative roundtables, notably the ones on Colombia, Jordan, the Caribbean, and the Philippines.

Assessment was discussed in two roundtables. First, it was covered in a thematic roundtable looking at the role of assessment at the micro level in teaching and learning processes, drawing on several experiences from the industrialized and developing world, e.g., Kenya, Korea, Ireland, where examinations were being directly utilized to improve teacher training, curriculum and instruction. It was argued that improvement of assessment methods in schools leads to greater internal efficiency by reducing grade repetition and early drop-out. In a second country roundtable (the United States) reviewing the impact of educational assessment on larger systemic reforms, the point was made that only by national comparison based on open, comparable performance assessments could "accountability" be increased and a willingness to consider innovation and reform to improve one's performance and relative public standing be nurtured. The capacity to use examination systems in general for the improvement of thinking ability and learning, rather than selection and certification, was strongly advocated in both roundtable sessions.

Thematic roundtables on empowering education managers and strengthening educational research capacity turned the discussion

> ***The primary purpose of bilateral and multilateral co-operation should appear in a true spirit of partnership – to help develop the endogenous capacities of national authorities and their in-country partners to meet basic learning needs effectively. Action and resources should be used to strengthen essential features of basic education services, focussing on managerial and analytical capacities, which can stimulate further developments.***
>
> ***Framework for Action***

of providing a quality basic education to the role of information in improving educational decision-making and the production of useful, relevant knowledge through research and evaluation geared to informing planners, decision-makers, and practitioners. While strides were evident in the production of new knowledge through the development of national, regional and international educational research networks, answers to questions regarding the demonstrated utilization remained. Suggestions were offered to make decision-makers more intimately involved in research design and implementation with researchers and to make research findings more 'user-friendly'.

DEVELOPING A SUPPORTIVE POLICY ENVIRONMENT

Suitable economic, trade, labour, employment and health policies are called for along with educational reform in the ***World Declaration***. While educational reform was dealt with in several thematic roundtables and in the illustrative country plans of Morocco, Nigeria, China, the Philippines and Jordan, broader social and economic policies and their attendant relationship to education policies were not as vigorously discussed at the roundtables.

> ***Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for individual and societal improvement.***
>
> ***World Declaration***

Although the roundtables on improving primary education and financing education for all discussed the need to protect the social sectors from economic adjustment programmes, there was little consensus reached on specific measures to relieve the debt burden. However, as a result of the debate, the final text of the ***World Declaration*** calls greater attention to the undue burden of structural adjustment policies on overall financial requirements for achieving Education for All.

MOBILIZING FINANCIAL RESOURCES

In view of the importance of this topic, a special double-session thematic roundtable on the financial challenge of schooling for all for the 1990s was presented. The first session called for four categories of reforms to reduce costs, namely: (a) policies to reduce unit costs, e.g., increasing pupil-teacher ratios and double shifting; (b) restructuring school systems, e.g., reducing the length of the school cycle, modifying teacher use, using self-instruction, and distance education techniques; (c) redistributing expenditures among sectors, e.g., military to education, and within the education sector, e.g., allocating budget increments to support basic education; higher to lower levels; and (d) raising additional resources, e.g., user fees balanced by equity-oriented loan schemes, taxation and other fiscal instruments. The second session presented several country case studies, e.g., Senegal, the Philippines, Ghana, Sri Lanka, and Colombia illustrating the application of similar reform packages under conditions of economic constraints. The roundtable culminated in an effort to project the costs of reaching primary schooling for all by the year 2000, coming up with an estimate of $58 billion without the reform package suggested and about $42 billion with an attainable package of cost-saving, revenue enhancement and quality improvement measures. It was further estimated that about one-third of these costs would need to be incurred in Sub-Saharan Africa. The tenor of the debate was summarized by one participant in that a "tragic consequence of recession, debt and adjustment has been that many countries are now further away from the goal of providing a primary school place for each eligible child than they were a decade or more ago."

> Let us also accept as a hypothethesis that increased needs for Education for All are of the order of $5 billion a year. Developing countries themselves would provide $3.5 to $4 billion of this through restructuring measures, and

multilateral donors will provide a part of the $1 to $1.5 billion of the balance. But bilateral assistance programmes would have to give education a higher priority as well. Yet the amounts are clearly manageable if the priority is there.

J. Wheeler
Chairman, Development Assistance Committee
OECD

The finance sessions stimulated a broad-ranging discussion. It was pointed out that the analysis did not really treat the financing of literacy or other non-formal modalities of basic education but was limited to 'schooling for all.' Others argued that many of the proposed reforms had been tried, yet because of the intensification of adverse socio-economic conditions outside schools, literacy rates among school leavers and others had in fact declined in recent years. Some questioned the relevance of specific reforms which were recommended, such as double-shifting, in countries where overcrowding schools is not a problem. Others queried how cost-cutting reforms such as increasing class size could be consistent with improving educational quality. The importance of teacher time was stressed by several participants, noting that improving instructional quality typically meant increasing teacher incentives and enhancing training which had additional, not less, costs. It was added that one could not realistically discuss cost and financial reforms in isolation from a discussion of management and administrative capability to implement such measures, as well as the overriding political feasibility.

When the discussion turned to the mobilization of resources, many participants felt that parents and communities were already overburdened by hard times and there was little use contemplating further user fees or family and community contributions. Debt reduction was again raised, setting forth the applicability of the idea of a 'maximum tolerable burden' of debt internationally, as a kind of parallel to what is applied in domestic bankruptcy courts in Northern countries. Debt swaps were mentioned as particularly attractive mechanisms worth pursuing.

Concern was expressed over whether Education for All funding requirements would starve other social sectors such as health. Equally strong concern was expressed that aid shifts to Eastern Europe would reduce levels of aid required in more needy corners of the world, such as Africa. The 'peace dividend' hoped for from decreasing military expenditures was supported by most as a warranted inter-sectoral shift. However, caution was quickly injected, given the continued hostilities in many areas of the world, such as Southern Africa, causing surrounding countries to maintain their present military expenditure levels.

If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary.

World Declaration

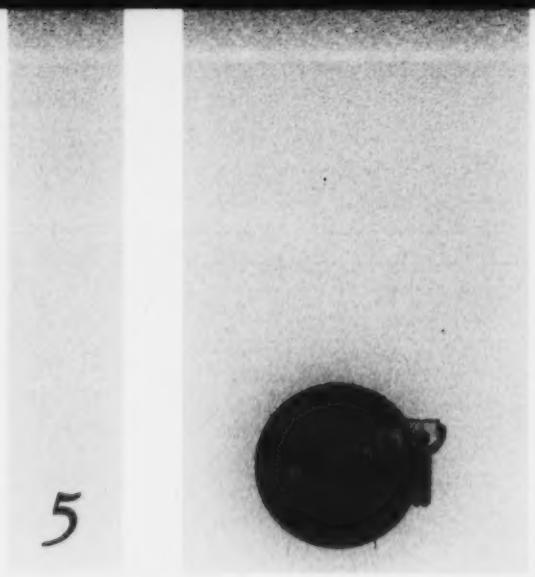
It was generally agreed that many donors should now raise the portion of their aid for basic education, particularly where it is a relatively small percentage of their current overall aid portfolio. While overall aid to basic education might increase, the areas in most need could very well remain neglected. This brought a call for a comprehensive study of the modalities of assistance to basic education. The correspondence between the kinds of aid given, e.g., technical experts, and the kinds of aid actually needed, e.g., salary support to teachers, was also cited. Finally, the point was made that primary education, indeed, benefitted from indirect assistance to other sectors, e.g., a paper factory contributed to local textbook production capacity, and that this should not be overlooked in the final calculus of support to basic education.

The case material presented in the session, as well as the separate country Education for All action plans from Nigeria, Morocco, China, and Kenya, provided several interesting examples of the reforms and the financial points made in the finance roundtable presentation.

STRENGTHENING INTERNATIONAL SOLIDARITY

The thematic roundtables on Adult Literacy and Mobilization strongly articulated the need for political will, commitment and advocacy to achieve Education for All. The illustrative roundtable presented by the Sahelian countries was an excellent example of a region sharing common problems and conditions launching a programme of shared resources and solutions to achieve Education for All. It was acknowledged that a 'Grand Alliance' for Education for All would be a necessary prerequisite to meeting basic learning needs. This alliance would require increased regional and international collaboration among governments, NGOs and donors. As shown in the alliance between NGOs in the context of the UNESCO-sponsored International Task Force for Literacy, such alliances are often a necessity for broad-based mass educational programmess, such as literacy efforts. Building international solidarity should be both a means as well as a goal of Education for All.

> *Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities.*
>
> ***World Declaration***



5

Education for All: Call to Action

Summary of the Closing Plenary Session

COMMITTED PARTNERSHIPS

The Co-Rapporteur-General, in her final report, drew attention to the sense of commitment prevalent throughout the Conference:

> There has clearly been an interest in concrete achievement of goals in the face of the apparent temptation to merely state the obvious, or to shrink from the sheer size of the task, (an interest in) making the task do-able by the application of creativity and innovation.

She drew attention to the breadth of intersectoral representation achieved at the conference, which was not a matter of educators speaking to educators, but of educators speaking to the world:

> We observe the successful mobilization of officials from sectors other than education . . . This begins to address one of the biggest challenges of the perception of education: that of placing education, and therefore the human being, at the centre of development policy.

Commenting on the active and effective participation of NGO delegations, the speaker stated that:

> It will not be possible after this week for anyone to consider having a major educational conference or meeting without the participation of these important groups.

After outlining some of the most significant issues that had recurred in discussions and presentations, the Co-Rapporteur-General presented for adoption the ***World Declaration*** and the ***Framework for Action***.

The ***Declaration*** and ***Framework*** were adopted together by acclamation.

Also endorsed was a statement presented by the Executive Secretary on *Follow-up to the WCEFA*, which read in part:

> Opportunities should be provided within existing structures, for a process of consultation among countries in regional or sub-regional settings to share mutual concerns and to discuss how multilateral, bilateral and non-governmental organizations can best assist them.

Whatever follow-up mechanisms are established at the international level, they should serve national follow-up action and support it effectively.

Action at the international level should seek to continue the spirit of co-operation which has been the hallmark of the World Conference.

and development within the framework of this development scenario, a shift in favour of human development, and more particularly in favour of basic education . . . and also for creation of an environment in which women have time and space in their lives to come together to learn, to organize and to assert.

> ***We, the participants in the World Conference on Education for All, reaffirm the right of all people to education. This is the foundation of our determination, singly and together, to ensure education for all.***
>
> ***We commit ourselves to act cooperatively through our own spheres of responsibility, taking all necessary steps to achieve the goals of education for all. Together, we call on governments, concerned organizations and individuals to join in this urgent task.***
>
> ***We adopt, therefore, this World Declaration on Education for All: Meeting Basic Learning Needs and agree on the Framework for Action to Meet Basic Learning Needs, to achieve the goals set forth in this Declaration.***
>
> *Excerpt from the* ***World Declaration*** *read in unison by all participants on the adoption of the* ***Declaration*** and ***Framework***

The four sponsoring agencies would continue to coordinate their activities in the educational field. UNESCO offered to provide appropriate services to facilitate follow-up action.

CALLS TO ACTION

Three speakers followed with calls to action to the international community. Dr. Anil Bordia of India, representing the countries of Asia and the Pacific, stated:

> Unless something substantial is done by everyone, we may not be able to sustain the momentum generated here.
>
> What we are talking about is genuine reordering of priorities, in policies and budgetary allocations. We are asking for a decisive shift in favour of change

> The countries of the region have committedthemselves to take a fresh look at the way in which the limited resources of our countries are reallocated, to see that basic education receives the priority it deserves.

Ms. Evelyn Kurihara Philbrook spoke on behalf of the non-governmental organizations present at the Conference at this "turning point in the history of international co-operation". The conviction of NGOs that change comes from the local, the grassroots, the people themselves, was reiterated, as was the NGO desire for genuine partnership and participation in Education for All:

> To ensure that we build on the process that brought us here, and to capitalize on the dynamic and collaborative efforts made, we will need to discard

> our old notions of status and responsibility . . . NGOs . . . fully intend to labour both as independent, autonomous groups and as equal partners with other bodies. We will strengthen our . . . ties within the alliances associated with Education for All.

In introducing the *Statement of Principles on the Involvement of NGOs in WCEFA Activities with Non-NGO Bodies* (see Appendix III), the spokesperson stated:

> Our desire for partnership is inspired by a new vision for education, one which sees culture, employment and development fully taken into account, and part of debt repayments being used for education.

> Africa, the follow-up to this conference must lead to immediate action on a large scale. . . . African countries would like to insist that a follow-up mechanism based on structures at the regional and national levels should be immediately established.

> Africa, at this moment, is launching an appeal for action . . . In the hope that this appeal will have the desired effect, African countries await with confidence the post-Jomtien period.

GUIDELINES FOR THE FUTURE

The Executive Director of UNICEF, in a statement on goals and challenges for the future, considered the Conference a milestone

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This is not the final hour of a conference, but rather the first hour of a global movement towards Education for All. The success of this Conference will not be measured by our resolutions here, but by our actions and achievements in the months and years ahead.

J. P. Grant
Executive Director, UNICEF

H.E. M. Alaziamina Nzege of Zaire called for action on behalf of African states. He highlighted the constraints facing Africa in meeting EFA objectives, due to a reduction in the availability of resources, caused by the fall in prices for African commodities, the burden of debt, and the stringency of past structural adjustment measures. He repeated Africa's concern that a considerable part of external debt be converted into special funds for basic education.

> Given the scope and complexity of the problems which Africa has to face with regard to Education for All, this continent deserves special treatment. For

in strongly affirming four important principles to guide the pursuit of EFA:

> First, the six concrete goals from the ***Framework for Action*** speak for themselves as beacons to guide and encourage countries in setting their own goals towards Education for All. Second, we can also carry with us the commitment in the ***Declaration*** to eradicating the educational inequalities which discriminate against girls and women.

> Third . . . we must emphasize our new yardstick of success – namely that of

> learning achievement, not merely enrolment and access.
>
> Finally, the contribution of NGOs to the success of this Conference is truly unique . . . we need your partnership.

Pointing to the $50 billion ($5 billion annually) – required to achieve universal primary education in the 1990s, he stated: "This is clearly a substantial but not impossible sum":

> A three percent increase in education budgets annually would be required over the decade. Only half of one percent of official development aid, less than $300 million annually, is now devoted to supporting basic education; a shift in aid priority is clearly required.

Action to ease the crippling burden of debt, as recognized in the ***World Declaration*** and called for in particular by delegates from Latin America and Africa, is urgently needed. The support of Ministries of Finance and Planning was also called for to work out financing of the priorities of EFA.

A BEGINNING, NOT AN END

Stating an oft-cited theme, the Director-General of UNESCO, speaking on behalf of the core sponsors, emphasized the need to look beyond the World Conference:

> Our attention must now be turned to the immediate and active follow-up to the Conference...our debates have illustrated how great and complex are the obstacles facing us.

Assuring representatives of developing countries, and of Africa in particular, that their needs, interests and problems had been heard and understood, the Director-General urged delegates to:

> Seek responses which are marked neither by an excessively Utopian optimism nor by the automatic reproduction of elitist systems which are incompatible with the aspirations towards respect for human rights and democracy that are making themselves heard with greater force and passion every day.

Like others before him, he urged that external co-operation and financing be adapted to the conditions of each country, and that support provided to national action should directly benefit schools, children, adults and teachers:

> The allocation of additional resources must go hand in hand with a strong determination to identify new and innovative channels...we must make effective use of modern communications media which are giving a new form to the channelling of knowledge.
>
> New pedagogical, epistemological, psychological and technological insights will make it possible for us to break the old moulds and get away from the routine, from outdated content and antiquated structures.
>
> Discovering *how* to learn and how to extend one's knowledge will ultimately become more important than the mere transmission of knowledge.

Finally, in reaffirming the commitment of the four sponsoring agencies to facilitate the goals of Education for All, the Director-General confirmed once more that UNESCO would do everything possible to facilitate effective and coordinated international action, by providing the services requested by the conference in its adoption of the statement on *Follow-up to WCEFA* earlier presented by the Executive Secretary.

WE ARE ON OUR WAY

As the Conference was closed, the vision of a cooperative future was maintained:

> We have seen before our very eyes a broad-based alliance in favour of people, in favour of the cause of education.
>
> *Senator Hon. Carlyle Dunkley of Jamaica in his vote of thanks on behalf of all Conference participants*

How much we have learned in mutual listening and understanding here, we will see in the future.

H.E. Mr. Josef Hromadka
Acting President of the Conference

The World Conference is a milestone from which we will measure our progress for the decades to come.

W. Haddad
Executive Secretary, WCEFA

Jomtien: the name in English can be translated as the "summit of the candle", which is appropriate for a conference with hopes to shine the light of knowledge around the world.

General Mana Ratanakoses
Minister of Education, Thailand.

Education is the right of all
For you and for me
It's action time and the time is now
Let's all heed the call

Join us, come with us,
We are on our way
To Education for All
By the Year 2000

EFA theme song
composed in Nigeria

Appendix 1

World Declaration on Education for All

(Adopted by the Conference on 9 March 1990)

World Declaration on Education for All

Meeting Basic Learning Needs

PREAMBLE

More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "everyone has a right to education". Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist:

- **More than 100 million children, including at least 60 million girls, have no access to primary schooling;**
- **More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;**
- **More than one-third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change; and**
- **More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills;**

At the same time, the world faces daunting problems, notably: mounting debt burdens, the threat of economic stagnation and decline, rapid population growth, widening economic disparities among and within nations, war, occupation, civil strife, violent crime, the preventable deaths of millions of children and widespread environmental degradation. These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose.

These problems have led to major setbacks in basic education in the 1980s in many of the least developed countries. In some other countries, economic growth has been available to finance education expansion, but even so, many millions remain in poverty and unschooled or illiterate. In certain industrialized countries, too, cutbacks in government expenditure over the 1980s have led to the deterioration of education.

2 World Declaration on Education for All

Yet the world is also at the threshold of a new century, with all its promise and possibilities. Today, there is genuine progress toward peaceful detente and greater cooperation among nations. Today, the essential rights and capacities of women are being realized. Today, there are many useful scientific and cultural developments. Today, the sheer quantity of information available in the world – much of it relevant to survival and basic well-being – is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. This includes information about obtaining more life-enhancing knowledge – or learning how to learn. A synergistic effect occurs when important information is coupled with another modern advance – our new capacity to communicate.

These new forces, when combined with the cumulative experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of basic education for all – for the first time in history – an attainable goal.

Therefore, we participants in the World Conference on Education for All, assembled in Jomtien, Thailand, from 5 to 9 March, 1990:

Recalling that education is a fundamental right for all people, women and men, of all ages, throughout our world;

Understanding that education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international cooperation;

Knowing that education is an indispensable key to, though not a sufficient condition for, personal and social improvement;

Recognizing that traditional knowledge and indigenous cultural heritage have a value and validity in their own right and a capacity to both define and promote development;

Acknowledging that, overall, the current provision of education is seriously deficient and that it must be made more relevant and qualitatively improved, and made universally available;

Recognizing that sound basic education is fundamental to the strengthening of higher levels of education and of

scientific and technological literacy and capacity and thus to self-reliant development; and

Recognizing the necessity to give to present and coming generations an expanded vision of, and a renewed commitment to, basic education to address the scale and complexity of the challenge;

proclaim the following

World Declaration on Education for All:
Meeting Basic Learning Needs.

EDUCATION FOR ALL: THE PURPOSE

ARTICLE 1 • MEETING BASIC LEARNING NEEDS

1. **Every person — child, youth and adult — shall be able to benefit from educational opportunities designed to meet their basic learning needs.** These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitably, changes with the passage of time.

2. The satisfaction of these needs empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world.

3. Another and no less fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth.

4. Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries

may build, systematically, further levels and types of education and training.

EDUCATION FOR ALL: AN EXPANDED VISION AND A RENEWED COMMITMENT

ARTICLE 2 • SHAPING THE VISION

1. **To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices.** New possibilities exist today which result from the convergence of the increase in information and the unprecedented capacity to communicate. We must seize them with creativity and a determination for increased effectiveness.

2. As elaborated in Articles 3-7, the expanded vision encompasses:

- Universalizing access and promoting equity;
- Focussing on learning;
- Broadening the means and scope of basic education;
- Enhancing the environment for learning;
- Strengthening partnerships.

3. The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enabled to acquire the education and the start needed to tap into the ever-expanding pool of relevant knowledge and the new means for sharing this knowledge.

ARTICLE 3 • UNIVERSALIZING ACCESS AND PROMOTING EQUITY

1. **Basic education should be provided to all children, youth and adults.** To this end, basic education services of quality should be expanded, and consistent measures must be taken to reduce disparities.

2. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.

3. **The most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated.**

4. **An active commitment must be made to removing educational disparities. Underserved groups – the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation – should not suffer any discrimination in access to learning opportunities.**

5. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

ARTICLE 4 • FOCUSSING ON LEARNING ACQUISITION

Whether or not expanded educational opportunities will translate into meaningful development – for an individual or for society – depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrolment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.

ARTICLE 5 • BROADENING THE MEANS AND SCOPE OF BASIC EDUCATION

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education to include the following components:

- *Learning begins at birth.* This calls for early childhood care and initial education. These can be provided through

arrangements involving families, communities, or institutional programmes, as appropriate.

- *The main delivery system for the basic education of children outside the family is primary schooling.* Primary education must be universal, ensure that the basic learning needs of all children are satisfied, and take into account the culture, needs, and opportunities of the community. Supplementary alternative programmes can help meet the basic learning needs of children with limited or no access to formal schooling, provided that they share the same standards of learning applied to schools, and are adequately supported.

- *The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems.* Literacy programmes are indispensable because literacy is a necessary skill in itself and the foundation of other life skills. Literacy in the mother-tongue strengthens cultural identity and heritage. Other needs can be served by: skills training, apprenticeships, and formal and non-formal education programmes in health, nutrition, population, agricultural techniques, the environment, science, technology, family life, including fertility awareness, and other societal issues.

- *All available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues.* In addition to the traditional means, libraries, television, radio and other media can be mobilized to realize their potential towards meeting basic education needs of all.

These components should constitute an integrated system – complementary, mutually reinforcing, and of comparable standards, and they should contribute to creating and developing possibilities for lifelong learning.

ARTICLE 6 • ENHANCING THE ENVIRONMENT FOR LEARNING

Learning does not take place in isolation. Societies, therefore, must ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning environment of children

should be integrated into community learning programmes for adults. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

ARTICLE 7 • STRENGTHENING PARTNERSHIPS

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. New and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel; partnerships between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-governmental organizations, the private sector, local communities, religious groups, and families. The recognition of the vital role of both families and teachers is particularly important. In this context, the terms and conditions of service of teachers and their status, which constitute a determining factor in the implementation of education for all, must be urgently improved in all countries in line with the joint ILO/ UNESCO Recommendation Concerning the Status of Teachers (1966). Genuine partnerships contribute to the planning, implementing, managing and evaluating of basic education programmes. When we speak of "an expanded vision and a renewed commitment", partnerships are at the heart of it.

EDUCATION FOR ALL: THE REQUIREMENTS

ARTICLE 8 • DEVELOPING A SUPPORTING POLICY CONTEXT

1. Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utitlization of basic education for individual and societal improvement. The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening. Suitable economic, trade, labour, employment and health policies will enhance learners' incentives and contributions to societal development.

2. **Societies should also insure a strong intellectual and scientific environment for basic education. This implies improving higher education and developing scientific research. Close contact with contemporary technological and scientific knowledge should be possible at every level of education.**

ARTICLE 9 • MOBILIZING RESOURCES

1. **If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources, public, private and voluntary.** All of society has a contribution to make, recognizing that time, energy and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made.

2. Enlarged public-sector support means drawing on the resources of all the government agencies responsible for human development, through increased absolute and proportional allocations to basic education services with the clear recognition of competing claims on national resources of which education is an important one, but not the only one. Serious attention to improving the efficiency of existing educational resources and programmes will not only produce more, it can also be expected to attract new resources. The urgent task of meeting basic learning needs may require a reallocation between sectors, as, for example, a transfer from military to educational expenditure. Above all, special protection for basic education will be required in countries undergoing structural adjustment and facing severe external debt burdens. Today, more than ever, education must be seen as a fundamental dimension of any social, cultural, and economic design.

ARTICLE 10 • STRENGTHENING INTERNATIONAL SOLIDARITY

1. **Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities.** All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.

2. Substantial and long-term increases in resources for basic education will be needed. The world community, including intergovern-

mental agencies and institutions, has an urgent responsibility to alleviate the constraints that prevent some countries from achieving the goal of education for all. It will mean the adoption of measures that augment the national budgets of the poorest countries or serve to relieve heavy debt burdens. Creditors and debtors must seek innovative and equitable formulae to resolve these burdens, since the capacity of many developing countries to respond effectively to education and other basic needs will be greatly helped by finding solutions to the debt problem.

3. Basic learning needs of adults and children must be addressed wherever they exist. Least developed and low-income countries have special needs which require priority in international support for basic education in the 1990s.

4. All nations must also work together to resolve conflicts and strife, to end military occupations, and to settle displaced populations, or to facilitate their return to their countries of origin, and ensure that their basic learning needs are met. Only a stable and peaceful environment can create the conditions in which every human being, child and adult alike, may benefit from the goals of this Declaration.

• • •

We, the participants in the World Conference on Education for All, reaffirm the right of all people to education. This is the foundation of our determination, singly and together, to ensure education for all.

We commit ourselves to act cooperatively through our own spheres of responsibility, taking all necessary steps to achieve the goals of education for all. Together we call on governments, concerned organizations and individuals to join in this urgent undertaking.

The basic learning needs of all can and must be met. There can be no more meaningful way to begin the International Literacy Year, to move forward the goals of the United Nations Decade of Disabled Persons (1983-92), the World Decade for Cultural Development (1988-97), the Fourth United Nations Development Decade (1991-2000), of the Convention on the Elimination of Discrimination against Women and the Forward Looking Strategies for the Advancement of Women, and of the Convention on the Rights of the Child. There has never been a

more propitious time to commit ourselves to providing basic learning opportunities for all the people of the world.

We adopt, therefore, this ***World Declaration on Education for All: Meeting Basic Learning Needs*** and agree on the ***Framework for Action to Meet Basic Learning Needs***, to achieve the goals set forth in this ***Declaration***.

Appendix 2

Framework for Action

(Endorsed by the Conference on 9 March 1990)

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INTRODUCTION

1. This ***Framework for Action to Meet Basic Learning Needs*** derives from the ***World Declaration on Education for All***, adopted by the World Conference on Education for All, which brought together representatives of governments, international and bilateral development agencies, and non-governmental orga-nizations. Based on the best collective knowledge and the commitment of these partners, the ***Framework*** is intended as a reference and guide for national governments, international organizations, bilateral aid agencies, non-governmental organizations (NGOs), and all those committed to the goal of Education for All, in formulating their own plans of action for implementing the ***World Declaration***. It describes three broad levels of concerted action: (i) direct action within individual countries, (ii) co-operation among groups of countries sharing certain characteristics and concerns, and (iii) multilateral and bilateral co-operation in the world community.

2. Individual countries and groups of countries, as well as international, regional and national organizations, may use the ***Framework*** to develop their own specific plans of action and programmes in line with their particular objectives, mandates and constituencies. This indeed has been the case in the ten-year experience of the UNESCO Major Project on Education for Latin America and the Caribbean. Further examples of such related initiatives are the UNESCO Plan of Action for the Eradication of Illiteracy by the Year 2000, adopted by the UNESCO General Conference at its 25th session (1989); the ISESCO Special Programme (1990-2000); the current review by the World Bank of its policy for primary education; and USAID's programme for Advancing Basic Education and Literacy. Insofar as such plans of action, policies and programmes are consistent with this Framework, efforts throughout the world to meet basic learning needs will converge and facilitate co-operation.

3. While countries have many common concerns in meeting the basic learning needs of their populations, these concerns do, of course, vary in nature and intensity from country to country depending on the actual status of basic education, as well as the cultural and socio-economic context. Globally, by the year 2000, if enrolment rates remain at current levels, there will be more than 160 million children without access to primary schooling simply because of population growth. In much of sub-Saharan Africa and in many low income countries elsewhere, the provision of universal primary education for rapidly growing numbers of children remains a long-term challenge. Despite progress in promoting adult literacy, most of these same countries still have high illiteracy rates, while the numbers of functionally illiterate adults continue to grow and constitute a major social problem in much of Asia and the Arab States, as well as in Europe and North America. Many people are denied equal access on grounds of race, gender, language, disability, ethnic origin, or political convictions. In addition, high drop-out rates and poor learning achievement are commonly recognized problems throughout the world. These very general characterizations illustrate the need for decisive action on a large scale, with clear goals and targets.

GOALS AND TARGETS

4. The **ultimate goal** affirmed by the ***World Declaration on Education for All*** is to meet the basic learning needs of all children, youth, and adults. The long-term effort to attain that goal can be maintained more effectively if **intermediate goals** are established and progress toward these goals is measured. Appropriate authorities at the national and subnational levels may establish such intermediate goals, taking into account the objectives of the ***Declaration*** as well as overall national development goals and priorities.

5. Intermediate goals can usefully be formulated as specific targets within national and subnational plans for educational development. Such targets usually (i) specify expected attainments and outcomes in reference to terminal performance specifications within an appropriate time-frame, (ii) specify priority categories (e.g., the poor, the disabled), and (iii) are formulated in terms such that progress

toward them can be observed and measured. These targets represent a "floor" (but not a "ceiling") for the continued development of education programmes and services.

6. Time-bound targets convey a sense of urgency and serve as a reference against which indices of implementation and accomplishment can be compared. As societal conditions change, plans and targets can be reviewed and updated. Where basic education efforts must be focussed to meet the needs of specific social groups or population categories, linking targets to such priority categories of learners can help to maintain the attention of planners, practitioners and evaluators on meeting the needs of these learners. Observable and measurable targets assist in the objective evaluation of progress.

7. Targets need not be based solely on current trends and resources. Initial targets can reflect a realistic appraisal of the possibilities presented by the ***Declaration*** to mobilize additional human, organizational, and financial capacities within a cooperative commitment to human development. Countries with low literacy and school enrolment rates, and very limited national resources, will need to make hard choices in establishing national targets within a realistic timeframe.

8. Countries may wish to set their own targets for the 1990s in terms of the following proposed dimensions:

1. Expansion of early childhood care and developmental activities, including family and community interventions, **especially** for poor, disadvantaged and disabled children;

2. Universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic") by the year 2000;

3. Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g., 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement;

4. Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;

5. Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioural changes and impacts on health, employment and productivity;

6. Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioural change.

9. Levels of performance in the above should be established, when possible. These should be consistent with the focus of basic education both on universalization of access and on learning acquisition, as joint and inseparable concerns. In all cases, the performance targets should include equity by gender. However, setting levels of performance and of the proportions of participants who are expected to reach these levels in specific basic education programmes must be an autonomous task of individual countries.

PRINCIPLES OF ACTION

10. The first step consists in identifying, preferably through an active participatory process involving groups and the community, the traditional learning systems which exist in the society, and the actual demand for basic education services, whether expressed in terms of formal schooling or non-formal education programmes. Addressing the basic learning needs of all means: early childhood care and development opportunities; relevant, quality

primary schooling or equivalent out-of-school education for children; and literacy, basic knowledge and life skills training for youth and adults. It also means capitalizing on the use of traditional and modern information media and technologies to educate the public on matters of social concern and to support basic education activities. These complementary components of basic education need to be designed to ensure equitable access, sustained participation, and effective learning achievement. Meeting basic learning needs also involves action to enhance the family and community environments for learning and to correlate basic education and the larger socio-economic context. The complementarity and synergistic effects of related human resources investments in population, health and nutrition should be recognized.

11. Because basic learning needs are complex and diverse, meeting them requires multisectoral strategies and action which are integral to overall development efforts. Many partners must join with the education authorities, teachers, and other educational personnel in developing basic education if it is to be seen, once again, as the responsibility of the entire society. This implies the active involvement of a wide range of partners – families, teachers, communities, private enterprises (including those involved in information and communication), government and non-governmental organizations, institutions, etc. – in planning, managing and evaluating the many forms of basic education.

12. Current practices and institutional arrangements for delivering basic education, and the existing mechanisms for co-operation in this regard, should be carefully evaluated before new institutions or mechanisms are created. Rehabilitating dilapidated schools and improving the training and working conditions of teachers and literacy workers, building on existing learning schemes, are likely to bring greater and more immediate returns on investment than attempts to start afresh.

13. Great potential lies in possible joint actions with non-governmental organizations on all levels. These autonomous bodies, while advocating independent and critical public views, might play roles in monitoring, research, training and material production for the sake of non-formal and life-long educational processes.

14. The primary purpose of bilateral and multilateral co-operation should appear in a true spirit of partnership – it should not be to transplant familiar models, but to help develop the endogenous capacities of national authorities and their in-country partners to meet basic learning needs effectively. Action and resources should be used to strengthen essential features of basic education services, focussing on managerial and analytical capacities, which can stimulate further developments. International co-operation and funding can be particularly valuable in supporting major reforms or sectoral adjust-ments, and in helping to develop and test innovative approaches to teaching and management, where new approaches need to be tried and/or extraordinary levels of expenditure are involved and where knowledge of relevant experiences elsewhere can often be useful.

15. International co-operation should give priority to the countries currently least able to meet the basic learning needs of their populations. It should also help countries redress their internal disparities in educational opportunity. Because two-thirds of illiterate adults and out-of-school children are female, wherever such inequities exist, a most urgent priority is to improve access to education for girls and women, and to remove every obstacle that hampers their active participation.

1. PRIORITY ACTION AT NATIONAL LEVEL

16. Progress in meeting the basic learning needs of all will depend ultimately on the actions taken within individual countries. While regional and international co-operation and financial assistance can support and facilitate such actions, government authorities, communities and their several in-country partners are the key agents for improvement, and national governments have the main responsibility for coordinating the effective use of internal and external resources. Given the diversity of countries' situations, capacities

and development plans and goals, this ***Framework*** can only suggest certain areas that merit priority attention. Each country will determine for itself what specific actions beyond current efforts may be necessary in each of the following areas.

1.1 ASSESSING NEEDS AND PLANNING ACTION

17. To achieve the targets set for itself, each country is encouraged to develop or update comprehensive and long-term plans of action (from local to national levels) to meet the learning needs it has defined as "basic". Within the context of existing education-sector and general development plans and strategies, a plan of action for basic education for all will necessarily be multisectoral, to guide activities in the sectors involved (e.g., education, information, communications/media, labour, agriculture, health). Models of strategic planning, by definition, vary. However, most of them involve constant adjustments among objectives, resources, actions, and constraints. At the national level, objectives are normally couched in broad terms and central government resources are also determined, while actions are taken at the local level. Thus, local plans in the same national setting will naturally differ not only in scope but in content. National and subnational frameworks and local plans should allow for varying conditions and circumstances. These might, therefore, specify:

- studies for the evaluation of existing systems (analysis of problems, failures and successes):
- the basic learning needs to be met, including cognitive skills, values, attitudes, as well as subject knowledge;
- the languages to be used in education
- means to promote the demand for, and broadscale participation in, basic education;
- modalities to mobilize family and local community support;
- targets and specific objectives;
- the required capital and recurrent resources, duly costed, as well as possible measures for cost effectiveness;
- indicators and procedures to be used to monitor progress in reaching the targets;
- priorities for using resources and for developing services and programmes over time;
- the priority groups that require special measures;
- the kinds of expertise required to implement the plan;
- institutional and administrative arrangements needed;
- modalities for ensuring information sharing among formal and other basic education programmes; and
- an implementation strategy and timetable.

1.2 DEVELOPING A SUPPORTIVE POLICY ENVIRONMENT

18. A multisectoral plan of action implies adjustments to sectoral policies so that sectors interact in a mutually supportive and beneficial manner in line with the country's overall development goals. Action to meet basic learning needs should be an integral part of a country's national and subnational development strategies, which should reflect the priority given to human development. Legislative and other measures may be needed to promote and facilitate co-operation among the various partners involved. Advocacy and public information about basic education are important in creating a supportive policy environment at national, subnational and local levels.

19. Four specific steps that merit attention are: (i) initiation of national and subnational level activities to create a broad, public

recommitment to the goal of education for all; (ii) reduction of inefficiency in the public sector and exploitative practices in the private sector; (iii) provision of improved training for public administrators and of incentives to retain qualified women and men in public service; and (iv) provision of measures to encourage wider participation in the design and im-plementation of basic education programmes.

1.3 DESIGNING POLICIES TO IMPROVE BASIC EDUCATION

20. The preconditions for educational quality, equity and efficiency, are set in the early childhood years, making attention to early childhood care and development essential to the achievement of basic education goals. Basic education must correspond to actual needs, interests, and problems of the participants in the learning process. The relevance of curricula could be enhanced by linking literacy and numeracy skills and scientific concepts with learners' concerns and earlier experiences, for example, nutrition, health, and work. While many needs vary considerably within and among countries, and therefore much of a curriculum should be sensitive to local conditions, there are also many universal needs and shared concerns which should be addressed in education curricula and in educational messages. Issues such as protecting the environment, achieving a balance between population and resources, slowing the spread of AIDS, and preventing drug abuse are everyone's issues.

21. Specific strategies addressed to improve the conditions of schooling may focus on: learners and the learning process, personnel (teachers, administrators, others), curriculum and learning assessment, materials and physical facilities. Such strategies should be conducted in an integrated manner; their design, management, and evaluation should take into account the acquisition of knowledge and problem-solving skills as well as the social, cultural, and ethical dimensions of human development. Depending on the outcomes desired, teachers have to be trained accordingly, whilst benefiting from in-service programmes as well as other incentives of opportunity which put a premium on the achievement of these outcomes; curriculum and assessment must reflect a variety of criteria while materials – and conceivably buildings and facilities as well – must be adapted along the same lines. In some countries, the strategy may include ways to improve conditions for teaching and learning such that absenteeism is reduced and learning time increased. In order to meet the educational needs of groups not covered by formal schooling, appropriate strategies are needed for non-formal education. These include, but go far beyond, the aspects described above, and may also give special attention to the need for coordination with other forms of education, to the support of all interested partners, to sustained financial resources and to full community participation. An example for such an approach applied to literacy can be found in UNESCO's *Plan of Action for the Eradication of Illiteracy by the Year 2000*. Other strategies still may rely on the media to meet the broader education needs of the entire community. Such strategies need to be linked to formal education, non-formal education or a combination of both. The use of the communications media holds a tremendous potential to educate the public and to share important information among those who need to know.

22. Expanding access to basic education of satisfactory quality is an effective way to improve equity. Ensuring that girls and women stay involved in basic education activities until they have attained at least the agreed necessary level of learning, can be encouraged through special measures designed, wherever possible, in consultation with them. Similar approaches are necessary to expand learning opportunities for various disadvantaged groups.

23. Efficiency in basic education does not mean providing education at the lowest cost, but rather the most effective use of all resources (human, organizational, and financial) to produce the desired levels of access and of necessary learning achievement. The foregoing considerations of relevance, quality, and equity are not alternatives to efficiency but represent the specific conditions within which efficiency should be attained. For some programmes, efficiency will require more, not

fewer, resources. However, if existing resources can be used by more learners or if the same learning targets can be reached at a lower cost per learner, then the capacity of basic education to meet the targets of access and achievement for presently underserved groups can be increased.

1.4 IMPROVING MANAGERIAL, ANALYTICAL AND TECHNOLOGICAL CAPACITIES

24. Many kinds of expertise and skills will be needed to carry out these initiatives. Managerial and supervisory personnel, as well as planners, school architects, teacher educators, curriculum developers, researchers, analysts, etc., are important for any strategy to improve basic education, but many countries do not provide specialized training to prepare them for their responsibilities; this is especially true in literacy and other out-of-school basic education activities. A broadening of outlook toward basic education will be a crucial prerequisite to the effective co-ordination of efforts among these many participants, and strengthening and developing capacities for planning and management at regional and local levels with a greater sharing of responsibilities will be necessary in many countries. Pre- and in-service training programmes for key personnel should be initiated, or strengthened where they do exist. Such training can be particularly useful in introducing administrative reforms and innovative management and supervisory techniques.

25. The technical services and mechanisms to collect, process and analyze data pertaining to basic education can be improved in all countries. This is an urgent task in many countries that have little reliable information and/or research on the basic learning needs of their people and on existing basic education activities. A country's information and knowledge base is vital in preparing and implementing a plan of action. One major implication of the focus on learning acquisition is that systems have to be developed and improved to assess the performance of individual learners and delivery mechanisms. Process and outcome assessment data should serve as the core of a management information system for basic education.

26. The quality and delivery of basic education can be enhanced through the judicious use of instructional technologies. Where such technologies are not now widely used, their introduction will require the selection and/or development of suitable technologies, acquisition of the necessary equipment and operating systems, and the recruitment or training of teachers and other educational personnel to work with them. The definition of a suitable technology varies by societal characteristics and will change rapidly over time as new technologies (educational radio and television, computers, and various audio-visual instructional devices) become less expensive and more adaptable to a range of environments. The use of modern technology can also improve the management of basic education. Each country may reexamine periodically its present and potential technological capacity in relation to its basic educational needs and resources.

1.5 MOBILIZING INFORMATION AND COMMUNICATION CHANNELS

27. New possibilities are emerging which already show a powerful impact on meeting basic learning needs, and it is clear that the educational potential of these new possibilities has barely been tapped. These new possibilities exist largely as a result of two converging forces, both recent by-products of the general development process. First, the quantity of information available in the world – much of it relevant to survival and basic well-being – is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. A synergistic effect occurs when important information is coupled with a second modern advance – the new capacity to communicate among the people of the world. The opportunity exists to harness this force and use it positively, consciously, and with design, in order to contribute to meeting defined learning needs.

1.6 BUILDING PARTNERSHIPS AND MOBILIZING RESOURCES

28. In designing the plan of action and creating a supportive policy environment for promoting basic education, maximum use of opportunities should be considered to expand

existing collaborations and to bring together new partners: e.g., family and community organizations, non-governmental and other voluntary associations, teachers' unions, other professional groups, employers, the media, political parties, co-operatives, universities, research institutions, religious bodies, as well as education authorities and other government departments and services (labour, agriculture, health, information, commerce, industry, defence, etc.). The human and organizational resources these domestic partners represent need to be effectively mobilized to play their parts in implementing the plan of action. Partnerships at the community level and at the intermediate and national levels should be encouraged; they can help harmonize activities, utilize resources more effectively, and mobilize additional financial and human resources where necessary.

29. Governments and their partners can analyze the current allocation and use of financial and other resources for education and training in different sectors to determine if additional support for basic education can be obtained by (i) improving efficiency, (ii) mobilizing additional sources of funding within and outside the government budget, and (iii) allocating funds within existing education and training budgets, taking into account efficiency and equity concerns. Countries where the total fiscal support for education is low need to explore the possibility of reallocating some public funds used for other purposes to basic education.

30. Assessing the resources actually or potentially available for basic education and comparing them to the budget estimates underlying the plan of action, can help identify possible inadequacies of resources that may affect the scheduling of planned activities over time or may require choices to be made. Countries that require external assistance to meet the basic learning needs of their people can use the resource assessment and plan of action as a basis for discussions with their international partners and for coordinating external funding.

31. The individual learners themselves constitute a vital human resource that needs to be mobilized. The demand for, and participation in, learning opportunities cannot simply be assumed, but must be actively encouraged. Potential learners need to see that the benefits of basic education activities exceed the costs the participants must bear, such as earnings foregone and reduced time available for community and household activities and for leisure. Women and girls, especially, may be deterred from taking full advantage of basic education opportunities because of reasons specific to individual cultures. Such barriers to participation may be overcome through the use of incentives and by programmes adapted to the local context and seen by the learners, their families and communities to be "productive activities". Also, learners tend to benefit more from education when they are partners in the instructional process, rather than treated simply as "inputs" or "beneficiaries". Attention to the issues of demand and participation will help assure that the learners' personal capacities are mobilized for education.

32. Family resources, including time and mutual support, are vital for the success of basic education activities. Families can be offered incentives and assistance to ensure that their resources are invested to enable all family members to benefit as fully and equitably as possible from basic education opportunities.

33. The preeminent role of teachers as well as of other educational personnel in providing quality basic education needs to be recognized and developed to optimize their contribution. This must entail measures to respect teachers' trade union rights and professional freedoms, and to improve their working conditions and status, notably in respect to their recruitment, initial and in-service training, remuneration and career development possibilities, as well as to allow teachers to fulfill their aspirations, social obligations, and ethical responsibilities.

34. In partnerships with school and community workers, libraries need to become a vital link in providing educational resources for all learners – pre-school through adulthood – in school and non-school settings. There is therefore a need to recognize libraries as invaluable information resources.

35. Community associations, co-operatives, religious bodies, and other non-governmental organizations also play important roles in

supporting and in providing basic education. Their experience, expertise, energy and direct relationships with various constituencies are valuable resources for identifying and meeting basic learning needs. Their active involvement in partnerships for basic education should be promoted through policies and mechanisms that strengthen their capacities and recognize their autonomy.

2. PRIORITY ACTION AT REGIONAL LEVEL

36. Basic learning needs must be met through collaborative action within each country, but there are many forms of co-operation between countries with similar conditions and concerns that could, and do, assist in this endeavour. Regions have already developed plans, such as the Jakarta Plan of Action on Human Resources, adopted by ESCAP in 1988. By exchanging information and experience, pooling expertise, sharing facilities, and undertaking joint activities, several countries, working together, can increase their resource base and lower costs to their mutual benefit. Such arrangements are often set up among neighboring countries (sub-regional), among all countries in a major geo-cultural region, or among countries sharing a common language or having cultural and commercial relations. Regional and international organizations often play an important role in facilitating such co-operation between countries. In the following discussion, all such arrangements are included in the term "regional". In general, existing regional partnerships will need to be strengthened and provided with the resources necessary for their effective functioning in helping countries meet the basic learning needs of their populations.

2.1 EXCHANGING INFORMATION, EXPERIENCE AND EXPERTISE

37. Various regional mechanisms, both intergovernmental and nongovernmental, promote co-operation in education and training, health, agricultural development, research and information, communications, and in other fields relevant to meeting basic learning needs. Such mechanisms can be further developed in response to the evolving needs of their constituents. Among several possible examples are the four regional programmes established through UNESCO in the 1980s to support national efforts to achieve universal primary education and eliminate adult illiteracy:

- Major Project in the Field of Education in Latin America and the Caribbean;
- Regional Programme for the Eradication of Illiteracy in Africa;
- Asia-Pacific Programme of Education for All (APPEAL);
- Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in the Arab States by the Year 2000 (ARABUPEAL).

38. In addition to the technical and policy consultations organized in connection with these programmes, other existing mechanisms can be used for consulting on policy issues in basic education. The conferences of ministers of education organized by UNESCO and by several regional organizations, the regular sessions of the regional commissions of the United Nations, and certain trans-regional conferences organized by the Commonwealth Secretariat, CONFEMEN (standing conference of ministers of education of francophone countries), the Organization of Economic Co-operation and Development (OECD), and the Islamic Educational, Scientific and Cultural Organization (ISESCO), could be used for this purpose as needs arise. In addition, numerous conferences and meetings organized by non-governmental bodies provide opportunities for professionals to share information and views on technical and policy issues. The conveners of these various conferences and meetings may consider ways of extending participation, where appropriate, to include representatives of other constituencies engaged in meeting basic learning needs.

39. Full advantage should be taken of opportunities to share media messages or programmes that can be exchanged among countries or collaboratively developed, especially where language and cultural similarities extend beyond political boundaries.

2.2 UNDERTAKING JOINT ACTIVITIES

40. There are many possible joint activities among countries in support of national efforts

to implement action plans for basic education. Joint activities should be designed to exploit economies of scale and the comparative advantages of participating countries. Six areas where this form of regional collaboration seems particularly appropriate are: (i) training of key personnel, such as planners, managers, teacher educators, researchers, etc.; (ii) efforts to improve information collection and analysis; (iii) research; (iv) production of educational materials; (v) use of communication media to meet basic learning needs; and (vi) management and use of distance education services. Here, too, there are several existing mechanisms that could be utilized to foster such activities, including UNESCO's International Institute of Educational Planning and its networks of trainees and research as well as IBE's information network and the Unesco Institute for Education; the five networks for educational innovation operating under UNESCO's auspices; the research and review advisory groups (RRAGs) associated with the International Development Research Centre; the Commonwealth of Learning; the Asian Cultural Center for UNESCO; the participatory network established by the International Council for Adult Education; and the International Association for the Evaluation of Educational Achievement, which links major national research institutions in some 35 countries. Certain multilateral and bilateral development agencies that have accumulated valuable experience in one or more of these areas might be interested in participating in joint activities. The five United Nations regional commissions could provide further support to such regional collaboration, especially by mobilizing policymakers to take appropriate action.

3. PRIORITY ACTION AT WORLD LEVEL

41. The world community has a well-established record of co-operation in education and development. However, international funding for education stagnated during the early 1980s; at the same time, many countries have been handicapped by growing debt burdens and economic relationships that channel their financial and human resources to wealthier countries. Because concern about the issues in basic education is shared by industrialized and developing countries alike, international co-operation can provide valuable support for national efforts and regional actions to implement the expanded vision of basic Education for All. Time, energy, and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made; there is a clear need and strong moral and economic argument for international solidarity to provide technical co-operation and financial assistance to countries that lack the resources to meet the basic learning needs of their populations.

3.1 COOPERATION WITHIN THE INTERNATIONAL CONTEXT

42. Meeting basic learning needs constitutes a common and universal human responsibility. The prospects for meeting basic learning needs around the world are determined in part by the dynamics of international relations and trade. With the current relaxation of tensions and the decreasing number of armed conflicts, there are now real possibilities to reduce the tremendous waste of military spending and shift those resources into socially useful areas, including basic education. The urgent task of meeting basic learning needs may require such a reallocation between sectors, and the world community and individual governments need to plan this conversion of resources for peaceful uses with courage and vision, and in a thoughtful and careful manner. Similarly, international measures to reduce or eliminate current imbalances in trade relations and to reduce debt burdens must be taken to enable many low-income countries to rebuild their own economies, releasing and retaining human and financial resources needed for development and for providing basic education to their populations. Structural adjustment policies should protect appropriate funding levels for education.

3.2 ENHANCING NATIONAL CAPACITIES

43. International support should be provided, on request, to countries seeking to develop the national capacities needed for planning and managing basic education pro-

grammes and services (see section 1.4). Ultimate responsibility rests within each nation to design and manage its own programmes to meet the learning needs of all its population. International support could include training and institutional development in data collection, analysis and research, technological innovation, and educational methodologies. Management information systems and other modern management methods could also be introduced, with an emphasis on low and middle level managers. These capabilities will be even more in demand to support quality improvements in primary education and to introduce innovative out-of-school programmes. In addition to direct support to countries and institutions, international assistance can also be usefully channelled to support the activities of international, regional and other inter-country structures that organize joint research, training and information exchanges. The latter should be based on, and supported by, existing institutions and programmes, if need be improved and strengthened, rather than on the establishment of new structures. Support will be especially valuable for technical cooperation among developing countries, among whom both circumstances and resources available to respond to circumstances are often similar.

3.3 PROVIDING SUSTAINED LONG-TERM SUPPORT FOR NATIONAL AND REGIONAL ACTIONS

44. Meeting the basic learning needs of all people in all countries is obviously a long-term undertaking. This Framework provides guidelines for preparing national and subnational plans of action for the development of basic education through a long-term commitment of governments and their national partners to work together to reach the targets and achieve the objectives they set for themselves. International agencies and institutions, many of which are sponsors, co-sponsors, and associate sponsors of the World Conference on Education for All, should actively seek to plan together and sustain their long-term support for the kinds of national and regional actions outlined in the preceding sections. In particular, the core sponsors of the Education for All initiative (UNDP, UNESCO, UNICEF, World Bank) affirm their commitments to supporting the priority areas for international action presented below and to making appropriate arrangements for meeting the objectives of Education for All, each acting within its mandate, special responsibilities, and decisions of its governing bodies. Given that UNESCO is the UN agency with a particular responsibility for education, it will give priority to implementing the ***Framework for Action*** and to facilitating provision of services needed for reinforced international co-ordination and co-operation.

45. Increased international funding is needed to help the less developed countries implement their own autonomous plans of action in line with the expanded vision of basic Education for All. Genuine partnerships characterized by co-operation and joint long-term commitments will accomplish more and provide the basis for a substantial increase in overall funding for this important sub-sector of education. Upon governments' request, multilateral and bilateral agencies should focus on supporting priority actions, particularly at the country level (see section 1), in areas such as the following:

a. *The design or updating of national and subnational multisectoral plans of action* (see section 1.1), which will need to be elaborated very early in the 1990s. Both financial and technical assistance are needed by many developing countries, particularly in collecting and analyzing data, as well as in organizing domestic consultations.

b. *National efforts and related inter-country co-operation to attain a satisfactory level of quality and relevance in primary education* (cf. sections 1.3 and 2 above). Experiences involving the participation of families, local communities, and non-governmental organizations in increasing the relevance and improving the quality of education could profitably be shared among countries.

c. *The provision of universal primary education in the economically poorer countries.* International funding agencies should consider negotiating arrangements to provide long-term support, on a case-

by-case basis, to help countries move toward universal primary education according to their timetable. The external agencies should examine current assistance practices in order to find ways of effectively assisting basic education programmes which do not require capital- and technology-intensive assistance, but often need longer-term budgetary support. In this context, greater attention should be given to criteria for development co-operation in education to include more than mere economic considerations.

d. *Programmes designed to meet the basic learning needs of disadvantaged groups, out-of-school youth, and adults with little or no access to basic learning opportunities.* All partners can share their experience and expertise in designing and implementing innovative measures and activities, and focus their funding for basic education on specific categories and groups (e.g., women, the rural poor, the disabled) to improve significantly the learning opportunities and conditions available for them.

e. *Education programmes for women and girls.* These programmes should be designed to eliminate the social and cultural barriers which have discouraged or even excluded women and girls from benefits of regular education programmes, as well as to promote equal opportunities in all aspects of their lives.

f. *Education programmes for refugees.* The programmes run by such organizations as the United Nations High Commission for Refugees (UNHCR) and the United Nations Relief and Works Agency for Palestine (UNRWA) need more substantial and reliable long-term financial support for this recognized international responsibility. Where countries of refuge need international financial and technical assistance to cope with the basic needs of refugees, including their learning needs, the international community can help to share this burden through increased co-operation. The world community will also endeavour to ensure that people under occupation or displaced by war and other calamities continue to have access to basic education programmes that preserve their cultural identity.

g. *Basic education programmes of all kinds in countries with high rates of illiteracy (as in sub-Saharan Africa) and with large illiterate populations (as in South Asia).* Substantial assistance will be needed to reduce significantly the world's large number of illiterate adults.

h. *Capacity building for research and planning and the experimentation of small-scale innovations.* The success of Education for All actions will ultimately be determined by the capacity of each country to design and implement programs that reflect national conditions. A strengthened knowledge base nourished by research findings and the lessons of experiments and innovations as well as the availablity of competent educational planners will be essential in this respect.

46. The coordination of external funding for education is an area of shared responsibility at country level, in which host governments need to take the lead to ensure the efficient use of resources in accordance with their priorities. Development funding agencies should explore innovative and more flexible modalities of co-operation in consultation with the governments and institutions with which they work and co-operate in regional initiatives, such as the Task Force of Donors to African Education. Other forums need to be developed in which funding agencies and developing countries can collaborate in the design of inter-country projects and discuss general issues relating to financial assistance.

3.4 CONSULTATIONS ON POLICY ISSUES

47. Existing channels of communication and forums for consultation among the many partners involved in meeting basic learning needs should be fully utilized in the 1990s to main-

tain and extend the international consensus underlying this ***Framework for Action***. Some channels and forums, such as the biannual International Conference on Education, operate globally, while others focus on particular regions or groups of countries or categories of partners. Insofar as possible, organizers should seek to coordinate these consultations and share results.

48. Moreover, in order to maintain and expand the Education for All initiative, the international community will need to make appropriate arrangements, which will ensure co-operation among the interested agencies using the existing mechanisms insofar as possible: (i) to continue advocacy of basic Education for All, building on the momentum generated by the World Conference; (ii) to facilitate sharing information on the progress made in achieving basic education targets set by countries for themselves and on the resources and organizational requirements for successful initiatives; (iii) to encourage new partners to join this global endeavor; and (iv) to ensure that all partners are fully aware of the importance of maintaining strong support for basic education.

INDICATIVE PHASING OF IMPLEMENTATION FOR THE 1990S

49. Each country, in determining its own intermediate goals and targets and in designing its plan of action for achieving them, will, in the process, establish a timetable to harmonize and schedule specific activities. Similarly, regional and international action will need to be scheduled to help countries meet their targets on time. The following general schedule suggests an indicative phasing during the 1990s; of course, certain phases may need to overlap and the dates indicated will need to be adapted to individual country and organizational contexts.

1. Governments and organizations set specific targets and complete or update their plans of action to meet basic learning needs (cf. section 1.1); take measures to create a supportive policy environment (1.2); devise policies to improve the relevance, quality, equity and efficiency of basic education services and programmes (1.3); design the means to adapt information and communication media to meet basic learning needs (1.4) and mobilize resources and establish operational partnerships (1.6). International partners assist countries, through direct support and through regional co-operation, to complete this preparatory stage. (1990-1991)

2. Development agencies establish policies and plans for the 1990s, in line with their commitments to sustained, long-term support for national and regional actions and increase their financial and technical assistance to basic education accordingly (3.3). All partners strengthen and use relevant existing mechanisms for consultation and co-operation and establish procedures for monitoring progress at regional and international levels. (1990-1993)

3. First stage of implementation of plans of action: national coordinating bodies monitor implementation and propose appropriate adjustments to plans. Regional and international supporting actions are carried out. (1990-1995)

4. Governments and organizations undertake mid-term evaluation of the implementation of their respective plans and adjust them as needed. Governments, organizations and development agencies undertake comprehensive policy reviews at regional and global levels. (1995-1996)

5. Second stage of implementation of plans of action and of supporting action at regional and international levels. Development agencies adjust their plans as necessary and increase their assistance to basic education accordingly. (1996-2000)

6. Governments, organizations and development agencies evaluate achievements and undertake comprehensive

policy review at regional and global levels. (2000-2001)

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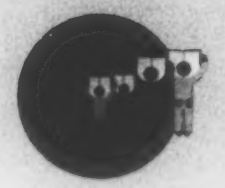
50. There will never be a better time to renew commitment to the inevitable and long-term effort to meet the basic learning needs of all children, youth and adults. This effort will require a much greater and wiser investment of resources in basic education and training than ever before, but benefits will begin accruing immediately and will extend well into the future – where the global challenges of today will be met, in good measure, by the world community's commitment and perseverance in attaining its goal of education for all.

Appendix 3



Statement on the Follow-Up to the World Conference on Education for All

(Endorsed by the Conference on 9 March 1990)

The Framework for Action to Meet Basic Learning Needs can be seen providing a consensus view of the main tasks which need to be undertaken after the World Conference. These follow-up tasks concern countries, NGOs and the international community.

The principal follow-up will be at the country level. One of the first follow-up steps may, therefore, be for countries to conduct a "needs assessment" to ascertain what resources are required to reach their goals. With regard to external resources, multilateral, bilateral agencies and NGOs for their part should endeavour to co-ordinate their actions at country-level more effectively.

Opportunities should be provided within the existing structures for a process of consultation among countries in regional or sub-regional settings to share mutual concerns and to discuss how multilateral and bilateral agencies and NGOs can best assist them.

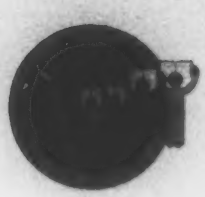
Whatever follow-up mechanism may, at the same time, be established at international level, it should serve national follow-up action and support it effectively. Follow-up action at the international level would seek to maintain the spirit of co-operation amongst countries, multilateral and bilateral agencies, as well as NGOs, which has been the hallmark of the World Conference.

UNDP, Unesco, UNICEF and the World Bank have agreed to increase support to basic education within each of their own planning frameworks, structures and resources allocation mechanisms. To this end they have decided to meet annually to co-ordinate their own activities in the educational field.

As a consequence of the momentum generated by the World Conference, it is expected that national representatives, multilateral and bilateral agencies and NGOs would wish to be part of a consultative forum which will aim at promoting the EFA goals.

International follow-up action will rely on existing mechanisms. Unesco has offered to provide appropriate services to facilitate the follow-up.

Appendix 4



Statement of Principles on the Involvement of NGOs in WCEFA Follow-Up Activities with Non-NGO Bodies

NGO Jomtien Committee
9 March 1990

1. NGOs shall be part of all formal structures for the implementation of EFA at all levels: local, national, regional, and international, from the outset, particularly in the development and implementation of national plans, which NGOs feel is of paramount importance. In all cases the autonomy of NGOs shall be respected.
2. NGO members of such structures shall be in the same proportion as other sectoral representatives.
3. Explicit policies designed to provide political space for NGOs and concrete actions should be adopted by both governments and agencies.
4. NGOs shall choose their own representatives through a consultative and democratic process as appropriate.
5. NGOs will follow the guidelines listed below when selecting their representitives.
   a. NGO representatives shall be chosen on the basis of involvement in and commitment to education for all.
   b. Due consideration will be given to ethnic, geographic and sectoral representivity.
   c. Consideration will be given to established UN mechanisms relative to NGO relations, but NGO selection will not be limited by any specialized agency's procedures nor any procedure established by non-NGO bodies.
   d. Special preference shall be given to the involvement of indigenous NGOs from countries and regions where the challenges of basic education are most serious.
6. As a much needed example, the NGOs will make every effort to ensure balanced gender representation among NGO representatives at all levels, most especially at the international level.
7. Subsequent major international meetings and conferences relative to the education for all movement shall include NGOs as full delegates. The **World Conference on Education for All: Meeting Basic Learning Needs** established a welcome precedent .by granting delegate status to NGO representatives.

Annexes

Annexes

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Annex A Conference Schedule

Monday, 5 March 1990

9:00	**Registration of delegates**
10:00 - 11:00	**Inaugural Session** Statement by H.E. General Tienchai Sirisumpan, Deputy Prime Minister of Thailand Inaugural address by H.R.H. Princess Maha Chakri Sirindhorn on behalf of His Majesty the King of Thailand Presentation of the Education for All initiative and the Conference theme film by Mr. Wadi D. Haddad, Executive Secretary of the Conference
11:00 - 13:00	**Opening Plenary Session** Message from the Secretary-General of the United Nations read by Mr. S.A.M.S. Kibria, Executive Secretary of ESCAP Address on behalf of the four core Sponsors by Mr. Federico Mayor, Director-General of UNESCO Addresses of invited Heads of State: · H.E. Mr. Husain Muhammad Ershad, President of Bangladesh · H.E. Mr. Rodrigo Borja Cevallos, President of Ecuador · H.E. Mr. Daniel Arap Moi, President of Kenya (short intermission) Election of Conference officers Overview of the Conference, by the Executive Secretary
14:30 - 16:00	**Roundtables — Session 1** T.1 The Impact of Technological Change on Basic Knowledge and Skills Requirements T.2 The Effects of Education and Training on Economic and Social Development I.1 North America: Adult Literacy in Canada and the United States I.2 Education in Thailand: A Road to Lifelong Learning
15:00 - 18:00	**Plenary Commission — Session 1** · Election of Drafting Committee · Presentation of the working documents · Interventions by regions
16:30 - 18:00	**Roundtables — Session 2** T.3 Environmental Education: A Component of Sustainable Development T.4 Population Education I.3 Education of the Girl-Child in South Asia I.4 The Iraqi Experience: Integration between Primary Education, Literacy and Post-Literacy
18:30 - 19:00	**Opening of the Exhibits**
19:30 - 21:30	**Dinner Reception**

Tuesday, 6 March 1990

9:00 - 10:30	**Roundtables - Session 3** T.5 Health in Education for All: Enabling School-Age Children and Adults for Healthy Living T.6 Understanding Culture: A Precondition for Effective Learning I.5 The Fight Against Illiteracy: A Challenge for Europe I.6 Korea: Policy Strategy for Fundamental Literacy and the Thinking Ability Development Project
9:30 - 10:00	**Bureau - First Meeting**
10:00 - 13:00	**Plenary Commission - Session II** · Address by Mr. Barber Conable, President of the World Bank · Interventions by regions · Interventions by organizations
10:30 - 13:00	Roundtables - Session 4 T.7 Challenge of Early Childhood Care and Education: An Agenda for Action T.8 Language Policy in Preschool, Primary School and Adult Literacy Programs I.7 Mali: Education for All – A Utopia? I.8 Plan of Action for the Sahel
14:30 - 15:00	**Drafting Committee - First Meeting**
14:30 - 16:00	Roundtables - Session 5 T.9 School Performance, Nutrition and Health T.10 Girls' Education: Problems and Solutions I.9 The Role of Nongovernmental Organizations in Basic Education through Radio in Latin America I.10 The Ecuadorian National Plan of Education
15:00 - 18:00	Plenary Commission - Session III · Interventions by regions · Interventions by organizations
16:30 - 18:00	Roundtables - Session 6 T.11 Improving Primary Education in Developing Countries: A Review of Policy Options T.12 Greater Access to Better Quality: Distance Education for Primary School Improvement I.11 USSR: From Elimination of Illiteracy Towards a New Conception of Literacy on the Threshold of the 21st Century I.12 Basic Education in Caribbean Schools

Wednesday, 7 March 1990

9:00 - 10:30	**Roundtables - Session 7** T.13 Information, Learning, and Grassroots Participation: The Necessary Conditions for Development T.14 From Research to Action in Basic Education: The Potential of Networking and North-South Networking I.13 Participatory Learning in the National Literacy Campaign in Nepal and Education for Rural Areas in Afghanistan I.14 Mobilization of Resources for Education for All: Kenya
9:30 - 10:00	**Bureau - Second Meeting**
10:00 - 13:00	**Plenary Commission - Session IV** · Address by Mr. James Grant, Executive Director of UNICEF · Address by H.E. Mr. M.A. Gayoom, President of Maldives · Interventions by regions · Interventions by organizations
10:30 - 13:00	**Roundtables - Session 8** T.15 Economic and Pedagogical Decisions in the Production of Educational Materials. How to Assure the Highest Quality to the Greatest Number, at an Affordable Cost T.16 Participatory Community-Based Innovations in Early Childhood Care and Primary Education I.15 Out-of-School Education in the Caribbean I.16 Development and Reform of Basic Education in China
12:00	**Deadline for submission of proposals concerning the *World Declaration* and the *Framework for Action***
14:30 - 16:00	**Roundtables - Session 9** T.17 The Teacher: Decisive Actor in Providing Education for All T.18 Using Assessment to Improve Learning I.17 The Colombian New School Programme: An Active and Flexible Approach to Basic Education in the Rural Areas I.18 Zimbabwe: Political Mobilization in Enhancing Basic Education in a Newly Independent Nation
15:00 - 18:00	**Plenary Commission - Session V** · Address by Mr. William Draper III, Administrator of UNDP · Interventions by regions · Interventions by organizations
15:00 - 18:00	**Drafting Committee - Second Meeting**
16:30 - 18:00	**Roundtables - Session 10** T.19 Mobilizing for Empowerment Through Education: A New Battle Plan T.20 The Role of NGOs in Literacy I.19 USA: Program Assessment and Indicators for Education Policy I.20 The Development of Japan's Modern Education with Particular Reference to Primary Education

Thursday, 8 March 1990

8:00 - 17:00 **Host Country Day: Visits to schools and villages in the area around Jomtien**

9:00 - 15:00 **Drafting Committee - Third Meeting**

Friday, 9 March 1990

9:00 - 10:00 **Plenary Commission - Session V continued**
- Interventions by region
- Interventions by organization

9:00 - 10:30 Roundtables - Session 11
- T.21 Creating Capacity for Educational Progress: Empowering the Education Manager
- T.22 Educating All the Children: The Financial Challenge for the 1990s
- I.21 The Educational System of Morocco: Restructuring and Reform
- I.22 Education for All: The Philippine Plan of Action 1990-2000

9:30 - 10:00 Bureau - Third Meeting

10:00 - 12:00 Plenary Commission - Session VI
- Oral Report of the Drafting Committee by H.E. Ambassador François Nordman, Co-Rapporteur-General
- Approval of the final text of the ***World Declaration*** and the ***Framework for Action***

11:00 - 12:30 Roundtables - Session 12
- T.23 The Struggle for Adult Literacy: A Review of Experiences
- T.24 Continuation of T22
- I.23 Coping with the Crisis in Education in Nigeria
- I.24 Plan of Action for Education Reform in Jordan

15:00 - 17:00 Closing Plenary Session
- Oral report of the Rapporteurs-General on the work of the Conference, by Mrs. Esi Sutherland-Addy, Co-Rapporteur-General
- Adoption of the ***World Declaration*** and ***Framework for Action***
- Calls to action by:
  - Mr. Anil Bordia, for Asia and the Pacific
  - Ms. Evelyn Kurithara Philbrook, for the NGOs present
  - H.E. Mr. Alaziamina Nzege, for Africa
- Statement on goals and challenges for the future, by Mr. James Grant, Executive Director of UNICEF
- Statement on behalf of the four Sponsors, by Mr. Federico Mayor, Director-General of UNESCO
- Statement on behalf of the Host Country, by H.E. General Mana Ratanakoses, Minister of Education of Thailand
- Statement by the Executive Secretary of the Conference, Mr. Wadi D. Haddad
- Closing remarks by the Acting President, H.E. Mr. Josef Hromadka
- Vote of thanks, by H.E. Senator Hon. Carlyle Dunkley
- Conference theme song prepared by Nigerian Delegation and presented by Thai dance group
- Formal closing of the Conference.

Annex B Roundtables

Thematic Roundtables

T-1 The Impact of Technological Change on Basic Knowledge and Skills Requirements

CHAIR:
Haja Aicha Bah Diallo, State Secretary, Primary and Basic Education, Guinea
PRESENTERS:
John Lawrence (Moderator), Principal Technical Advisor, Bureau for Programme Policy and Evaluation, United Nations Development Programme
A.K. Jalauddin, Director, National Council for Educational Research and Training, India
Claudio de Maura Castro, Chief, Training Policies Branch, International Labour Organization
Jane Boyer, Consultant to the Education Sector, UNESCO

T-2 The Effects of Education and Training on Economic and Social Development

CHAIR:
George Kanawaty, Director of Training, International Labour Organization
PRESENTERS:
Martin Carnoy (Moderator), Stanford University, USA
Shahnaz Wazir Ali, Minister of State for Education, Pakistan
Sippandonda Katunda, President, National Petrochemical Corporation, Thailand.

T-3 Environmental Education: A Component of Sustainable Development

CHAIR:
William H. Draper, III, Administrator, UNDP
PRESENTERS:
Colin Power (Moderator), Assistant Director-General, UNESCO
Harold Hungerford, Professor and Coordinator, Science Education Center, Department of Curriculum and Instruction, Southern Illinois University, USA
Thilla Chelliah, Associate Professor, Education, University of Malaysia, Malaysia
Chodchoy Sophonpanich, President, Thai Environment and Community Development Association

T-4 Population Education

CHAIR:
Joseph van Arendonk, Assistant Executive Director, United Nations Population Fund (UNFPA)
PRESENTERS:
O.J. Sikes (Moderator), Chief, Education, Communication and Youth Branch, UNFPA
Jairo Palacio, UNESCO Regional Advisor on Population Education, Latin America and the Caribbean, Venezuela
Ansar Ali Khan, UNESCO Regional Advisor on Population Education, Thailand
Jaqueline Ki-Zerbo, Regional Advisor for UNIFEM in West and Central Africa, UNFPA

T-5 Health in Education for All: Enabling School-Age Children and Adults for Healthy Living

CHAIR:
Ali Fakhro, Minister of Education, Bahrain
PRESENTERS:
Dennis Tolsma (Moderator), President, International Union for Health Education, USA
Ivy McGhie, Health Education Programme, University of the West Indies, Jamaica
Paz Ramos, Retired Vice-Chancellor for Academic Affairs, University of the Philippines, Philippines
Komlan Siamevi, Director-General, Ministry of Health, Togo
Olikoye Ransome-Kuti, Minister of Health, Nigeria
S.W. Perera, Director, Health Education, Ministry of Health, Sri Lanka

T-6 Understanding Culture: A Precondition for Effective Learning

CHAIR:
Ghulam Mustafa Shah Said, Minister of Education, Pakistan
PRESENTERS:
Victor Ordonez (Moderator), Under-Secretary of Education, Department of Education, Culture and Sports, Philippines
S.T. Bajah, University of Ibadan, Nigeria
H.S. Bhola, Indiana University, USA
Angela Little, Institute of Education, London University, United Kingdom

T-7 Challenge of Early Childhood Care and Education: An Agenda for Action

CHAIR:
Rien van Gendt, Executive Director, Bernard van Leer Foundation
PRESENTERS:
A.W. Wood (Moderator), Deputy Executive Secretary, Bernard van Leer Foundation
Gerard Pantin, Executive Director, Service Volunteered for All (SERVOL), Trinidad & Tobago
Khoo Kim Choo, Rector of the Regional Training and Resource Centre for Early Childhood Care and Education Based at the National Trades Union Congress Child Care Services, Singapore
Lea Kipkorir, Director, Kenya Institute of Education, Kenya

T-8 Language Policy in Preschool, Primary School and Adult Literacy Programs

CHAIR:
Mbemba Jatta, Minister of Economic Planning and Industrial Development, Gambia
PRESENTERS:
Ayo Bamgbose (Moderator), Department of Linguistics and Nigerian Languages, University of Ibadan, Nigeria
Lynellen Long, U.S. State Department and Johns Hopkins University, USA
Kamal Sridhar, Department of Linguistics, University of New York at Stony Brook, USA
Marita Irby, Stanford University

T-9 School Performance, Nutrition and Health

CHAIR:
Peter Oloo Aringo, Minister of Education, Kenya
PRESENTERS:
Susan van der Vynckt (Moderator), Programme Specialist, Nutrition and Health, Division of Primary Education and Literacy, UNESCO
Cecila Florencio, Department of Nutrition, University of the Philippines, Philippines
John Nkinyangi, Graduate School of Education and African Studies Center, Division of Social Sciences and Comparative Education, University of California, USA
Judith Katona-Apte, Senior Programme Advisor (Human Resources), Evaluation and Policy Division, World Food Programme

T-10 Girl's Education: Problems and Solutions

CHAIR:
Torild Skard, Director General, Multilateral Division, Ministry of Foreign Affairs, Norway
PRESENTERS:
Elizabeth King (Moderator), Economist, Population and Human Resources Department, The World Bank
Shahnaz Wazir Ali, Minister of State for Education, Pakistan
Haja Aicha Bah Diallo, State Secretary, Primary and Basic Education, Guinea
Carmen Garcia Guadilla, Regional Advisor, UNESCO Regional Center for Higher Education for Latin America and the Caribbean (CRESALC), Venezuela
Fay Chung, Minister of Education, Zimbabwe

T-11 Improving Primary Education in Developing Countries: A Review of Policy Options

CHAIR:
Barber B. Conable, President, The World Bank
PRESENTERS:
Marlaine Lockheed (Moderator), Senior Education Sociologist, Population and Human Resources Department, The World Bank
Vicky Colbert, UNICEF Bogota, Columbia (for Escuela Nueva)
Anil Bordia, Secretary of Education, India
Iba Der Thiam, Former Minister of Education, Senegal

T-12 Greater Access to Better Quality: Distance Education for Primary School Improvement

CHAIR:
James Maraj, President, Commonwealth of Learning, Canada
PRESENTERS:
H. Dean Nielson (Moderator), Principal Research Scientist, Institute for International Research
Peter Kinyanjui, Senior Programme Officer, Commonwealth of Learning, Canada
Napa Bhongbhibhat, Director General, Nonformal Education Department, Ministry of Education, Thailand
Clifford Block, Office of Education, Bureau for Science and Technology, United States Agency for International Development
Carleton Correles, General Manager, Association for Socio-Economic Advancement and Development (AVANCE), Honduras

T-13 Information, Learning and Grassroots Participation: The Necessary Conditions for Development

CHAIR:
Graça Machel, Former Minister of Education, Mozambique
PRESENTERS:
Sheldon Shaeffer (Moderator), Associate Director, Social Sciences Division, International Development Research Centre, Canada
Sheldon Annis, Overseas Development Council, USA
Anne Bernard, AB Associates, Canada
Pilar Riaño, Centro de Investigación y Educación Popular, Colombia

T-14 From Research to Action in Basic Education: The Potential of Networking and North-South Networking

CHAIR:
Pierre Beemans, Director General, Social and Human Resources Division, Canadian International Development Agency
PRESENTERS:
Kenneth King (Moderator), NORRAG Coordinator, Scotland
Arfah Aziz, SEARRAG Coordinator, Malaysia
Donatus Komba, ERNESA Coordinator, Kenya
Patricio Cariola, REDUC Coordinator, Chile
Luis Braham, Centro de Investigación y Desarrollo de la Educación, Chile

T-15 Economic and Pedagogical Decisions in the Production of Educational Materials. How to Assure the Highest Quality to the Greatest Number at an Affordable Cost.

CHAIR:
Erkki Aho, General Director, National Board of Education, Finland
PRESENTERS:
Stephen Heyneman (Moderator), Chief, Human Resources Division, Economic Development Institute, The World Bank
Victor Nwankwo, President, Nigerian Publishers Association, Nigeria
Alfonso de Guzman II, Textbook Specialist, Honduras
Eero Syrjanen, Textbook Specialist, Finland

T-16 Participatory, Community-Based Innovations in Early Childhood Care and Primary Education

CHAIR:
Fay Chung, Minister of Education, Zimbabwe
PRESENTERS:
Zainal Ghani (Moderator), Coordinator, Unit for Research in Basic Education, University Sains, Malaysia
Katherine Namuddu, Principal Researcher, MINDSACROSS Project, Uganda
Robert G. Myers, Coordinator, The Consultative Group on Early Childhood Care and Development, USA
Nittaya Kotchabhakdi, Director, The Child Development Unit, Ramathibodi Hospital, Thailand

T-17 The Teacher: The Decisive Actor in Providing Education for All

CHAIR:
Carlyle Dunkley, Minister of Education, Jamaica
PRESENTERS:
Daniel Monteux, Permanent Representative to UNESCO, World Federation of Teachers' Unions (WFTU)
Abani Kumar Boral, Vice President, World Federation of Teachers' Unions
Fred Van Leuwen, Secretary General, International Federation of Free Teachers Unions (IFFTU)
Louis Van Beneden, President, World Confederation of Teachers (WCT)

T-18 Using Assessment to Improve Learning

CHAIR:
Aklilu Habte, Special Advisor, Human Resources, Africa Region, The World Bank
PRESENTERS:
Paud Murphy (Moderator), General Secretary, Higher Education for Development Corporation (HEDCO), Ireland
Thomas Kellaghan, Education Research Center, St. Patrick's College, Ireland
Se-ho Shin, Korean Education Development Institute (KEDI), Korea
Ahamed Yussufu, Kenya National Examinations Council, Kenya

T-19 Mobilizing for Empowerment Through Education: A New Battle Plan

CHAIR:

Joseph Wheeler, Chairperson, Development Assistance Committee, OECD

PRESENTERS:

Meechai Virayaidya (Moderator), Secretary General of the Population and Community Development Association, Thailand

James Grant, Executive Director, UNICEF

Faisal Abed, Director, Bangladesh Rural Advancement Committee, Bangladesh

Sonia Perez, Executive Director, Panama and Venezuela, Inter-American Development Bank

Graça Machel, Former Minister of Education, Mozambique

T-20 The Role of NGOs in Literacy

CHAIR:

Elisabetta Bianca Melandri, President, Center for Development Information and Education (CIFS), Italy

PRESENTERS:

Lalita Ramdas, Coordinator, International Task Force on Literacy for South Asia, India

Paul Wangoola, Secretary-General, African Association for Literacy and Adult Education (AALAE)

Jeanine de la Fontaine, Co-President, Collective Consultation on Literacy for UNESCO

Alfonso Lizarzaburu, Consultant, International Council on Adult Education

Giacomo Ivancich Biaggini, Ambassador of Italy to Thailand

T-21 Creating Capacity for Educational Progress: Empowering the Education Manager

CHAIR:

Brad Langmaid, Senior Assistant Administrator A.I., Bureau for Science and Technology, USAID

PRESENTERS:

Kurt Moses (Moderator), Director, Computer and Systems Services, Academy for Educational Development, USA

Robert Morgan, Director, Learning Systems Institute, Florida State University, USA

Carleton Corrales, General Manager, Association for Socio-Economic Advancement and Development (AVANCE), Honduras

Chinnaput Bhumirat, Education Specialist, Office of the Prime Minister, Thailand

T-22/T-24 (DOUBLE SESSION) Educating All the Children: The Financial Challenge for the 1990s

CHAIR:

Mahbub ul Haq, Special Adviser to the Administrator, UNDP

PRESENTERS:

Part A

Christopher Colclough (Moderator), Project Leader, Institute of Development Studies, University of Sussex, United Kingdom

Olu Falae, Federal Minister of Finance and Economic Development, Nigeria

Part B

Keith Lewin (Moderator), Institute of Developmental Studies, University of Sussex, United Kingdom

Romeo Reyes, Deputy Director, National Economic Development Agency, Philippines

Joseph Wheeler, Chairperson, Development Assistance Committee, OECD

T-23 The Struggle for Adult Literacy: A Review of Experiences

CHAIR:

Federico Mayor, Director-General, Unesco

PRESENTERS:

Ingemar Gustafsson (Moderator), Head, Education Division, Swedish International Development Agency

Anita Dighe, Adult Continuing Education and Extension Unit, Jawaharlal Nehru University, India

Rosa Maria Torres del Castillo, Former Director of the National Literacy Campaign of Ecuador

Kasama Varavarn, Department of Nonformal Education, Ministry of Education, Thailand

I-1 North America: Adult Literacy in Canada and the United States

CHAIR:
Joan Linzey, National Director, Special Projects, Literacy Secretariat, Department of State, Canada
PRESENTERS:
Jean Unda, Basic Education for Skills Training, Ontario Federation of Labour, Canada
Anthony Sarmiento, Assistant Director of Education, American Federation of Labor, USA
John Comings, Vice President, World Education, USA

I-2 Education in Thailand: A Road to Life-Long Learning

CHAIR:
Mana Ratanakoses, Minister of Education, Thailand
PRESENTERS:
Ruang Chareonchai, Deputy Permanent Secretary for Education, Ministry of Education
Kasama Varavarn, Director of Planning Division, Nonformal Education Department, Ministry of Education
Panom Pongpaibol, Ministry of Education
Chantavit Sujatanjond, Chief, International Relations Section, Educational Information Division, Office of the National Education Commission

I-3 Education of the Girl-Child in South Asia

CHAIR:
Shahnaz Wazir Ali, Minister of State for Education, Pakistan
PRESENTERS:
Faisal Abed, Bangladesh Rural Advancement Committee, Bangladesh
Kiran Dhingra, Director of Primary Education, Ministry of Education, India
Neelam Pasnet, Chief, Women's Education Project, Ministry of Education and Culture, Nepal

I-4 The Iraqi Experience: Integration Between Primary Education Literacy and Post Literacy

CHAIR:
Abdul Kader Iz Al-Deen, Minister of Education, Iraq
PRESENTERS:
Khalil Hamash, Director General of Cultural Relations
Badie Mahmoud Mubarak, Educational Researcher, Ministry of Education
Jasem El Safi, Director, Educational Television, Ministry of Education

I-5 The Fight Against Illiteracy: A Challenge for Europe

CHAIR:
Veronique Esperandieu, Executive Secretary, Standing Group Against Illiteracy (GPLI), France
PRESENTERS:
Marie-France Hau-Rouchard, Chargée de Mission, Standing Group Against Illiteracy (GPLI), France
Pierre Freynet, University for Continuing Education, France
Isabelle Deble, President, French National Commission for UNESCO, France

I-6 Korea: Policy Strategies for Fundamental Literacy and The Thinking Ability Development Project

CHAIR:
Won-shik Chung, Minister of Education, Korea
PRESENTERS:
Se-ho Shin, President, Korean Educational Development Institute
Un-shil Choi, Associate Fellow, Chief of Lifelong Education Research Unit, Korean Education Development Institute
Kyung-Chul Huh, Korean Educational Development Institute

I-7 Mali: Education for All - A Utopia?

CHAIR:
Gakou Fatou Niang, Vice-President, Economic and Social Council
PRESENTERS:
Toure Mariam Barakou, Counsellor, Ministry of Education
Hamadoun Sidibe, Director, Education Projects
Brehima Doumbia, Director, Literacy and Applied Linguistics

I-8 Plan of Action for the Sahel

CHAIR:
Sékou Ly, Minister of Education, Mali
PRESENTER:
Mamadou Fadiga, Director of Educational Planning, Senegal
Manuel Barcelos Rambout, Minister of Education, Guinea Bissau
André Corsino Tolentino, Minister of Education, Cape Verde

I-9 The Role of Non-governmental Organizations in Basic Education Through Radio in Latin America

CHAIR:
Luis Lobo, Advisor to the Director General, Central Rede Globo, Brazil
PRESENTERS:
Eloy Arribas, President of the National Coordinator of Peruvian Radio, Member of the Executive Board of Asociación Latinoamericana de Educación Radiofónica (ALER)

I-10 The Ecuadorian National Plan of Education

CHAIR:
Alfredo Vera, Minister of Education and Culture, Ecuador
PRESENTERS:
Augusto Abendazo, National Director of Planning
Raul Vallejo, Executive Director, National Campaign on Literacy

I-11 USSR From Elimination of Illiteracy Towards a New Conception of Literacy On the Threshold of the Twenty-First Century

CHAIR:
Gennady Yagodin, Chairman, USSR State Committee for Public Education
PRESENTERS:
Nikolay Karlov, Member of Parliament, USSR
Pierre Luisoni, Delegate for International Relations, Swiss Conference of Cantonal Directors of Public Education

I-12 Basic Education in Caribbean Schools

CHAIR:
Louis George, Minister of Education, St. Lucia
PRESENTERS:
Cyril Walker, Minister of Education, Barbados
Errol Miller, University of the West Indies, Jamaica
Stanley Lamp, Deputy Secretary, Ministry of Education, Netherlands Antilles

I-13 Participatory Learning in the National Literacy Campaign in Nepal and Education for Rural Areas in Afghanistan

CHAIR:
Khodaidad Basher Mal, Minister of Education, Afghanistan
PRESENTERS:
C.K. Shrestha, Nepal Representative, World Education
L.N. Belbase, Member, National Planning Commission, Nepal

I-14 Mobilization of Resources for Education for All: Kenya

CHAIR:
Peter Oloo-Aringo, Minister of Education, Kenya
PRESENTERS:
G. Eshiwani, Principal, College of Agriculture and Technology, Jomo Kenyatta University
Gabriel Muita, Coordinator, Media Services, Kenya Institute of Education
C.J. Chacha-Ogwe, Secretary General, Kenya National Commission for UNESCO
Benjamin Kipkulei, Permanent Secretary, Ministry of Education

I-15 Out-of-School Education in the Caribbean

CHAIR:
Winston Dookeran, Minister of Planning and Mobilization, Trinidad and Tobago
PRESENTERS:
Herre Jean-Charles, Coordinator, National Commission for Education, Member of Institute for Literacy and Community Participation
Clive Pantin, Minister of Education, Trinidad and Tobago
Leila Thomas, Director, JAMAL Foundation, Jamaica

I-16 Development and Reform of Basic Education in China

CHAIR:
Teng Teng, Vice Chairman of State Education Commission, National Commission for UNESCO
PRESENTERS:
Cai Keong, Deputy Director, Education Development Studies Center
Lin Shang-Zen, Director, International Department of All-China Women's Federation
Wu Rong-Li, Deputy Director of Education Department, Ministry of Finance

I-17 The Colombian New School Programme: An Active and Flexible Approach to Basic Education in the Rural Areas

CHAIR:
Manuel Francisco Becerra, Minister of Education, Colombia
PRESENTERS:
Vicky Colbert, Regional Education Advisor for UNICEF, Colombia
Jairo Arboleda, Director for Colombia's Save the Children Foundation
Jorge Enrique Vargas, Subdirector of the Department for National Planning

I-18 Zimbabwe: Political Mobilization in Enhancing Basic Education in a Newly Independent Nation

CHAIR:
I.M. Sibanda, Permanent Secretary for Eduction and Culture, Zimbabwe
PRESENTERS:
Q.M. Bhila, Deputy Secretary, Nonformal Education Division
C. Bon-Stewart, Government Consultant on Community Publishing Program
J.J. Mhlanga, Secretary General, Zimbabwe National Commission for UNESCO
Fay Chung, Minister of Education
T. Masaya, Deputy Minister of Finance, Economic Planning and Development

I-19 USA: Programme Assessment and Indicators for Education Policy

CHAIR:
Thomas Kean, President, Drew University
PRESENTERS:
Gordon Ambach, Executive Director, Council of Chief State School Officers
Christopher Cross, Assistant Secretary, Education, Research and Improvement, United States Department of Education

I-20 The Development of Japan's Modern Education with Particular Reference to Primary Education

CHAIR:
Isao Amagi, Chairman, Japanese National Commission for UNESCO and Special Advisor to the Minister, Ministry of Education, Science and Culture, Japan
PRESENTERS:
Shigeo Miyamoto, Director, Research Planning and Coordination Division, National Institute for Educational Research
Tadashi Inumaru, Director-General, Asian Cultural Centre for UNESCO
Taichi Sasaoka, Executive Director, Asian Cultural Centre for UNESCO

I-21 The Education System of Morocco: Restructuring and Reform

CHAIR:

Mohammed Baroudi, Inspector General in Charge of International Cooperation

PRESENTERS:

Smyej Abderrahmane, Chief Adviser, Director of Private Education

Mohammed Boulasri, Director, Social Affairs

El-Mostafa Hddigui, Chief, Division of Studies and Objectives

I-22 Education for All: The Philippine Plan of Action 1990-2000

CHAIR:

L.R. Quisumbing, Secretary General, National Commission for UNESCO

PRESENTER:

Victor Ordonez, Under Secretary of Education, Department of Education, Culture and Sports

I-23 Coping with the Crisis in Education in Nigeria

CHAIR:

A.B. Fafunwa, Minister of Education, Nigeria

PRESENTERS:

Segun Adesina, Executive Secretary, Nigerian Educational Research and Development Council (NERDC)

Peter Odor, Nigerian Educational Research and Development Council (NERDC)

H. Marinho, Secretary-General, Nigerian National Commission for UNESCO

Teresa Chukuma, Director of Primary and Secondary Education

I-24 Plan of Action for Education Reform in Jordan

CHAIR:

Mohammad Hamdan, Minister of Education and Higher Education, Jordan

PRESENTERS:

Victor Billeh, President, National Center for Education Research and Development

Izzat Jaradat, Director General, Planning and Research, Ministry of Education

Annex C Exhibits

Exhibit		Manager
A.1	The Challenge of Early Childhood Care and Education	Andrew Chetley (Bernard van Leer Foundation)
A.2	Education for All in Nepal and Sri Lanka	Dil Bahadur (Nepal)
A.3	The Colombian Welfare Homes Programme	Vicky Colbert (Colombia)
A.4	Training for Children with Learning and Reading Difficulties	Petter Korseth (Norway)
A.5	The Literacy Movement and its Implementation Methods in Iran, Pakistan and the Maldives	Mehr Mohammadi (Iran)
A.6	Girls' Education: Problems and Solutions	Barbara Reese (WCEFA Secretariat)
A.7	Combatting Illiteracy: The Needs of Women and Girls	Mohammed Saeed Fara (Yemen, PDR)
A.8	The Action-Oriented School Health (AOSH) Concept in the Arab Region	Omar Suleiman
A.9	Education: A Way Towards Healthier Living	Harrikrisna Anenden (WHO)
A.10	Population Education: A Curriculum For Today	Hilde Glattbach (UNFPA)
A.11	Child-to-Child: A New Approach to Health Education, Another Path to Learning	Grazyna Bonati (Child-to-Child)
A.12	All for Education: Successful Strategies and Promising Practices for Improving Basic Education	Stephen Moseley (Academy for Educational Development – USA)
A.13	Restructuring Schools for Educational Efficiency	Stephen Anzalone (Institute for International Research – USA)
B.1	Child Development Through The Library	Saneya Saleh (Egypt)
B.2	Education for Children Affected by War and Violence in Mozambique	Aniceto Dos Muchangos (Mozambique)
B.3	The Philippine Textbook Project	Caridad Miranda (Philippines)
B.4	Bilingual Education Program in Puno	Luis Enrique Lopez (Peru)
B.5	Popular Education Movement in Latin America	Antonio Bachs (International Federation Faith and Joy)
B.6	Basic Education in Trinidad and Tobago	Ruth Montichard (Trinidad and Tobago)
B.7	Preparing for Life: Education and Work	Hermes Caballero Carrera (Cuba)
B.8	Language Policy in Preschool, Primary School, and Adult Literacy Programs	Merita Irby (WCEFA Secretariat)
B.9	Learning: Gateway to Development	Ellen Tillier (World Bank)
B.10	Education for All	Hyacinth Morgan (UNDP)
B.11	A Challenge: Education for All Refugees	Krisdapora Singhasemi (UN High Commission for Refugees)
B.12	Crystallization of Asian/Pacific Regional Cooperation	Taichi Sasaoka (Asian Cultural Centre for UNESCO)
B.13	Promotional Campaigns and Literacy for Nomads	Abdullahi Mohamed Mire (Somalia)
B.14	The Importance of Instructional Materials in Primary Education	Wolfgang Kueper (GTZ)
B.15	Learning Workshops: A Real Chance	Liliana Vaccaro (Chile)
B.16	BRAC: Nonformal Primary Education	Mahboob Hassan (Bangladesh Rural Advancement Committee)
B.17	Acute Immune Deficiency Syndrome (AIDS) and Education: Learning for Life	Mary Ower (Uganda)

B.18	Basic Education and Community Development	Amporn Wathanavongs (Christian Children's Fund)
C.1	Child Hope: Television Supporting Child Survival and Development	Luiz Lobo (Rede Globo de Televisao)
C.2	Children in Difficult Circumstances in Mexico and Brazil	Luis Benavides (Mexico)
C.3	Education Radio: A Broad Partnership for Rural Development in Chad	Ahmadou Batoure (Radio Rurale)
C.4	Basic Education in Minority Populations: The Pygmies of Central African Republic	Abal Koulanginga (Central African Republic)
C.5	Literacy and Skill Training in Jamaica	Norma Kelly (Jamaica)
C.6	Art and Poetry: Street Libraries and the TAPORI Children's Movemen	Catherine Theurillat (International Movement ATD Fourth World)
C.7	Illiteracy: A Universal Plague	Abdelhadi Boutaleb (ISESCO)
C.8	Activities of the SEAMEO	Tiraporn Tangkoskul (Southeast Asian Ministers of Education Organization)
C.9	Education for All: Involvement of All	Jack Glattbach (UNICEF)
C.10	Education for All Learning Center	John Beynon (UNESCO)
C.11	Human Resources Development in Asia and the Pacific	Peter Cummins (ESCAP)
C.12	International Institute for Educational Planning (IIEP)	John Hall (IIEP)
C.13	Research on Education for All	Sheldon Shaeffer (IDRC)
C.14	Research Review and Advisory Groups (RRAGs)	Lee Ean Kee (South East Asian Research Review and Advisory Group)
C.15	Environment and Education	Susan Becker (UNDP)
C.16	Nongovernmental Organizations' (NGOs) Role in Basic Education in Africa	Grace Buluma (African Association for Literacy and Adult Education – AALAE)
C.17	Food Aid Works for Education	Mercedes Sayagues (WFP)
C.18	United States Agency for International Development (USAID): A Partner in Improving Basic Learning Opportunities	Amalia Cuervo (USAID)
D.1	Australia in International Education	E. Gough Whitlam (Australia)
D.2	Education for All in Vietnam	H.E. Ngvyen Khanh (Vietnam)
D.3	Education for All Achievements in Ethiopia	Mammo Kebede Shenkut (Ethiopia)
D.4	The Learning Centre: A Case Study	Joyce White (The Learning Centre - Canada)
D.5	Frontiers of Literacy: A Canadian Tradition	Jack C. Pierpoint (Frontier College)
D.6	Nicaragua: A New Society Through Education	Juan Arrien (Nicaragua)
D.7	CODE – Enabling People to Learn	Rosamaria Durand (Canadian Organization for Development through Education – CODE)
D.8	Asia-Pacific Programme of Education for All (APPEAL)	T.M. Sakya (UNESCO Regional Office for Asia and the Pacific)
D.9	International Task Force on Literacy (ITFL)	Moytoyo Kamiya (International Task Force on Literacy – ITFL)
D.10	Working Solutions on Education for All: Integrative Learning in Education, Industry and Government	Jerry Perez de Tagle (Integrative Learning Systems - USA)
D.11	Education for All in Afghanistan	S.M. Joyan (Afghanistan)
D.12	Technologies for Teaching and Learning	Thomas Tilson (Education Development Center)
D.13	Educational Technology That Works	Frank B. Withrow (US Department of Education)
E.1	Education for All Video Bank	WCEFA Secretariat
E.2	Basic Education for All: Mission Possible Thailand	Kla Somtrakool (Thailand)
E.3	Development/Global Education: Creating Social and Global Awareness	Ruth Henderson (InterAction)
E.4	BIBLIONEF	Maximilien Vegelin (BIBLIONEF)
E.5	Global Education	Margot Brown (Centre for Global Education)

Annex D Documents

A. DOCUMENTS ISSUED FOR THE CONFERENCE BY THE INTER-AGENCY COMMISSION

Working Documents (Draft C) – in one cover – (E,F,Ar,Ch,R,S)
World Declaration on Education for All
Framework for Action to Meet Basic Learning Needs

Background Document (Draft B) – (E,F,Ar,Ch,R,S)
Meeting Basic Learning Needs – a New Vision for the 1990s

Information Documents

WCEFA/INF.1 rev	General Information Note (E,F,S)
WCEFA/INF.2	Conference Programme (E/F)
WCEFA/INF.3	Programme of Roundtables (E/F)
WCEFA/INF.4	Programme of Exhibits (E/F)
WCEFA/INF.5	List of Participants (E,F)

B. OTHER DOCUMENTS DISTRIBUTED AT THE CONFERENCE

Printed material in the form of hand-outs, together with relevant background documents, were distributed by the organizers of the roundtables under their own responsibility. Additional documentation was available to participants at many exhibits. The Inter-Agency Commission was not responsible for the content nor the distribution of any of these documents.

C. DOCUMENTS ISSUED BY THE INTER-AGENCY COMMISSION AFTER THE CONFERENCE

World Declaration on Education for All and ***Framework for Action to Meet Basic Learning Needs*** – in one cover (final, adopted texts) – (E,F,S,Ar) (these texts are also available from UNESCO in Chinese and Russian)
Meeting Basic Learning Needs: a Vision for the 1990s (revised background document) (E,F,S,Ar)
Final Report of the World Conference on Education for All (E,F)
Education for All (theme film of the Conference), (VHS videocassette, 18 min., PAL/NTSC/SECAM)

To obtain the documents listed under *C* above, please contact any one of the four WCEFA Liaison Units indicated on the back cover of this report. The documents listed under A and C above and a collection of those mentioned under B above, together with the documentation on basic education collected by the Inter-Agency Commission, are available for consultation at the IBE in Geneva:

International Bureau of Education
15, Route des Morillons
CH 1218 Grand Sacconex
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Postal address:
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Many of these documents will soon be accessible through the ERIC data base.

Annex E Conference Management and Services

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Mr. Li Tieying	State Counsellor, China
Mr. Noel Lindsay	Secretary-General, Department of Education, Ireland
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Mr. Douglas Windham	Assistant to the Rapporteur-General
Ms. Margaret Sutton	Secretary to the Drafting Committee
Ms. Carmen Zuba	Reception of documents

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Mr. Rodrigo, Vera Godoy	Assistant coordinator
Mr. Zainal, Ghani	Coordinator, illustrative roundtables
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Mr. Pierre Amour	Rooms management
Ms. Sibyl Renaud	Hotel accommodations
Mr. Bruno Dori	Documents control
Mr. S. Salomon	Head, translation team
Mr. Jesus Getan-Bornn	Head, interpretation team

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Mr. Barber B. Conable	President, The World Bank

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Annex G Participant List

(Based on information provided by participants in Jomtien)

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United Nations System/Systeme des Nations Unies

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United Nations Population Fund (UNFPA) (Cosponsor): 4 delegates

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African Development Bank (ADB)

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Asian Development Bank (ADB) (Co-sponsor): 4 delegates

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Islamic Educational, Scientific and Cultural Organization (ISESCO) (Co-Sponsor): 4 delegates

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Inter-African Committee on Traditional Practices (IAC)

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International Catholic Association for Radio and Television (UNDA)

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International Council for Education of the Visually Handicapped (ICEVH)

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International Organization of Consumers Unions (IOCU)

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EFA Theme Song

Education is the right of all
For you and for me
It's action time and the time is now
Let's all heed the call

Join us, come with us,
We are on our way
To Education for All
By the Year 2000

Composed in Nigeria